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SCHOOL DROPOUT PREVENTION PILOT PROGRAM

DROPOUT TREND ANALYSIS: TIMOR LESTE



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School Dropout Prevention Pilot Program

Dropout Trend Analysis: Timor Leste

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Acronyms

| | |
|---------|--|
| ASER | Age Specific Enrollment Rates |
| DEC | Development Experience Clearinghouse |
| DHS | Demographic and Health Surveys |
| EdStats | World Bank Education Statistics |
| EMIS | Education Management Information System |
| GPI | Gender Parity Index |
| IDEAL | Institute for Development, Education, and Learning |
| IIP | Investing in People |
| KAPE | Kampuchean Action for Primary Education |
| N/A | Not Available |
| NAR | Net Attendance Rate |
| NER | Net Enrollment Rate |
| SDPP | School Dropout Prevention Pilot |
| UIS | UNESCO Institute of Statistics |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| U.S. | United States |
| USAID | United States Agency for International Development |
| WFP | World Food Program |

Executive Summary

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. The goal of the School Dropout Prevention Pilot (SDPP) program is to pilot and test the effectiveness of programs to prevent school dropout in four countries: Cambodia, India, Tajikistan and Timor Leste.

The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out, to target the site for SDPP interventions. The analysis was conducted by identifying and examining secondary data in each of the pilot country to assess dropout trends. The study is organized to answer the following key questions:

- Which cycle has the highest dropout?
- Which basic education grade(s) has the highest dropout?
- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

Twenty indicators are used in the analysis, comprising four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. The primary analytic tool is the comparative analysis of key dropout and dropout related statistics for the cycle, grade, population and geographic areas in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level the grade, cycle and/or group that have the highest dropout is identified. At lower administrative levels, the areas most acutely affected by dropout are selected.

In Timor Leste, data from the Education Management Information System (EMIS) show that the primary cycle suffers most from dropout with the most severe dropout in the upper grades. Reported dropout rates for Grades 4 and 5 exceed the rates for the lower grades, and the estimated dropout for Grade 6 could be as high as 20 percent. The gender differences in dropout in these grades are relatively small. Students—both male and female—in Grade 4, 5, and 6 could benefit most from SDPP interventions.

Oecusse, Liquica and Bobonaro scored worst on the composite statistical ranking of the four primary indicators (dropout, promotion, survival and transition). However, when coupled with practical considerations, the geographically-contiguous districts of Ermera (ranked 6th most affected district), Liquica (ranked 2nd), and Bobonaro (tied for 2nd) were proposed as SDPP target districts. Ermera and Liquica suffer the highest dropout rates, behind Ainaro. Bobonaro has the worst primary school promotion and survival rates. Focusing its efforts on male and female students in grades 4, 5 and 6 in these districts will allow SDPP to work with a student population most at-risk of leaving school before it acquires the basic skills (literacy and numeracy) needed to continue its education or be better prepared to assure a productive role in society.

I. Introduction

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. Dropout and retention trends tend to be reported as secondary effects rather than the principal outcome of education programs. However, recently dropout has commanded more attention and emerged as a major education access issue. With the push for Universal Primary and Basic Education, enrollments have grown, pulling in students from disadvantaged backgrounds and marginalized groups who were previously excluded from school. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. Not only do many students leave school without acquiring basic skills and increasingly important diplomas, but their premature departure represents a significant waste of scarce education resources, raising the unit cost to produce a cycle completer.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS), the overall number of out-of-school children has decreased by approximately 38 percent over a six year period—from 115 million in 2001/02 to 71 million in 2007. Of the 56 percent of children who do enter school, a high percentage is at-risk of leaving before completing an education cycle or not transitioning to the next cycle. In East, South, and West Asia and the Pacific only 20 to 30 percent of out-of-school are unlikely to enroll, but as many as 60 percent of those out-of-school children are dropouts. The prospects of staying in school are particularly low in India, Pakistan, Bangladesh and Nepal: 70 percent of out-of-school children in India have dropped out, 50 percent in Pakistan and 40 percent in Bangladesh and Nepal. In Central Asia, a greater percentage of the primary school age out-of-school population has dropped out (38 percent) than never enrolled (35 percent) or entered late (27 percent). Although the pattern of dropout varies by country, the result is the same: increasing numbers of under-educated and unemployable youth. Reducing dropout is key to improving access to basic education, particularly in countries with relatively high enrollment rates where most school-age children who do not currently attend school have previously been enrolled in school.

A. USAID School Dropout Prevention Pilot Program

The School Dropout Prevention Pilot (SDPP) program is a three-year multi-country program, funded by the U.S. Agency for International Development (USAID), with the objective of mitigating student dropout from primary and secondary school. It aims to provide evidence-based programming guidance on student dropout prevention to countries, USAID missions, and other development organizations in Asia and the Middle East by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. In order to examine and mitigate dropout in the four target countries, SDPP will use a three-stage process by (i) undertaking a literature review to identify international best practices in school dropout prevention, (ii) analyzing dropout trends and conducting a situational analysis to shed light on the risk factors and conditions affecting dropout, and (iii) designing, implementing, and evaluating interventions to keep at-risk students in school. SDPP is implemented by Creative Associates International, Inc. with international partners Mathematica Policy Research and School-to-School International, and local partners in

three of the target countries—KAPE in Cambodia, IDEAL/QUEST in India, and CARE in Timor Leste.

B. Report Purpose

This report presents the analysis of dropout trends in Timor Leste. The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out. The analysis was conducted by identifying and examining secondary data to assess dropout trends. The findings will be used to identify candidate sites for SDPP intervention activities and for discussion with the Ministry of Education on site selection. It—along with a country-specific analysis of existing policies and programs affecting dropout¹—will contribute to the in-country situational analysis exploring the factors and conditions associated with dropout among populations with the highest dropout rates.

C. Report Organization

The document is organized in eight sections. **Section II** presents the overall methodological approach used for trend analysis in the four SDPP countries. It defines the indicators that were used and describes the various types of data sources that were reviewed for analyzing trends. This section also describes the data analysis process and explains the procedures followed in order to determine target geographic areas as informed by statistic-based rankings and practical considerations.

The remaining sections present the process and results of the trend analysis that are specific to Timor Leste. **Section III** provides a brief background on Timor Leste, including an orientation to the education system. **Section IV** addresses country-specific data and methods, describing the data sources and how they were selected in each country, and specific methodological issues that arose. **Section V** provides the findings as shown by the primary indicators starting at the national level and proceeding to the lower administrative levels. **Section VI** presents the district rankings based on the indicators to determine candidate areas for SDPP interventions and additional criteria for their selection. **Sections VII** and **VIII** profile the selected locations and their educational status. Finally, **Section IX** concludes the report with a summary of the dropout trends in Timor Leste and the target areas.

II. Approach and Methodology

The trend analysis is based on secondary data available in the country. A common methodology is applied to all four countries. Depending on the availability of data, the depth of analysis may differ between the countries. The analysis uses a normative assessment to identify the most affected geographic area, grade, and group in the four pilot countries. The study is organized to answer the following key questions about each pilot country:

- Which cycle has the highest dropout?
- Which basic education grade(s) has the highest dropout?

¹ See “Inventory of Policies and Programs Related to Dropouts in Cambodia, India, Tajikistan, and Timor Leste”, USAID School Dropout Prevention Pilot Program, Creative Associates International, Inc., July 2011.

- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

A. Indicators for Analysis

The educational performance in each country is measured based on the most recent census data on the government schools.² Twenty indicators are divided into four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. Primary indicators are used to determine SDPP’s focus at the highest administrative unit along with the target cycle and grades. We will follow the UNESCO definitions for all the indicators. Table 1 provides a snapshot of the indicators.

Primary indicators are a direct measure of students staying in school, progressing in school, and completing school. The dropout rate shows the internal efficiency of educational systems and measures the phenomenon of students from a cohort who leave school without completion. Ideally, the rate should approach zero percent. Similarly, the promotion rate is a core indicator to analyze and project student flows. It measures the performance of the education system in promoting students from a cohort from grade to grade. Survival rate measures the success in retaining students from one grade to the next and is considered a prerequisite for sustainable literacy. Finally, the transition rate conveys information on the degree of access or transition from one cycle to a higher one. High transition rates reflect the intake capacity of the higher level of education.

Predictor indicators help to identify students at high risk of falling off track in their schooling and not completing the basic education cycle. Internationally-recognized predictors include: multiple grade repetition, poor academic performance, overage-for-grade, and frequent absenteeism. Only two of these indicators were generally available—repetition and age-for-grade. The repetition rate measures the rate at which pupils from a cohort repeat a grade; high repetition shows problems in the internal efficiency and reflects a poor level of instruction. Age-specific enrollment rates (ASER) shows the extent of the educational participation of a specific age cohort and identifies the extent to which children are out of the age-for-grade range. Most countries do not report on student performance, but an inexact proxy for this is the promotion rate—assuming it is based on performance and not automatic—which is included as a primary indicator. Similarly, countries do not report on the rate of daily student attendance or absenteeism and an international definition was not available.³

Contextual indicators give a picture of the education status in the country and the context in which dropout takes place. Enrollment rates, first grade intake rate, number of out-of-school children, and gender parity index are included in this group. The gross enrollment rate shows the general level of participation in formal schooling regardless of age whereas net enrollment rate shows participation for official school-age. First grade intake rate (net) measures the level of access to primary education of the eligible population who are of primary school entrance age.

² The trend analysis does not include private educational institutions and non-formal programs.

³ The Net Attendance Rate (NAR) should not be confused with an average daily student attendance or absenteeism rate. The NAR—the percentage of official school age children attending school—is simply another measure of enrollment, with data obtained from household surveys rather than through official school records.

The number of out-of-school children identifies the size of the population who are not enrolled in either primary or secondary schools. The Gender Parity Index (GPI) measures progress towards gender parity in education participation and learning opportunities available for females in relation to those available for males. Finally, the youth literacy rate shows the accumulated achievement of primary education and literacy programs in imparting basic literacy skills to the population.

Finally, we look at the *education supply indicators* since research studies have consistently indicated that supply side factors play a role in student dropout. Indicators include number of schools, number of teachers, distance to school and three key ratios—pupil: teacher, pupil: classroom and textbook: pupil ratio.

Table 1: List of Indicators

| No. | Indicator | Definition |
|--|--|---|
| Group A: Primary Indicator | | |
| 1 | Enrollment by grade and cycle | Absolute number of students enrolled in the grade and cycle. |
| 2 | Dropout rate by grade and cycle | Proportion of students from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. |
| 3 | Promotion rate by grade and cycle | Proportion of students from a cohort enrolled in a given grade who study in the next grade in the following school year. |
| 4 | Survival rate by cycle | Percentage of a cohort of students enrolled in the first grade of a given cycle who are expected to reach successive grades. |
| 5 | Transition rate from cycle to cycle | Number of students admitted to the first grade of a higher level of education in a given school year expressed as a percentage of the number of students enrolled in the final grade of the lower level in the previous year. |
| Group B: Indicators of Dropout “Predictors” | | |
| 6 | Age specific enrollment rate by cycle and/or grade | Enrollment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age. |
| 7 | Repetition rate by grade and cycle | Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. |
| 8 | Completion rate by cycle | Ratio of the total number of students successfully completing or graduating from the last year of primary school in a given year to the total number of children of official graduation age in the population. |
| Group C: Contextual Indicators for Students | | |
| 9 | Gross enrollment ratio by cycle | Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year. |
| 10 | Net enrollment rate by cycle | Enrollment of the official age group for a given level of education expressed as a percentage of the corresponding population. |
| 11 | First grade intake rate (net) | New entrants in the first grade of primary education who are of official primary school entrance age expressed as a percentage of the population of the same age. |
| 12 | Out-of-school children | Children in the official primary school age range who are not enrolled in either primary or secondary schools. |
| 13 | Youth literacy rate | Number of persons aged 15 to 24 years who can read, write and understand a short simple statement on their everyday life divided by the population in that age group. |
| 14 | Gender Parity Index by cycle | Ratio of female-to-male values of a given indicator. |

| No. | Indicator | Definition |
|---|--------------------------------|---|
| Group D: Education Supply Indicators | | |
| 15 | Schools by cycle and provider | Number of schools |
| 16 | Teachers by cycle and provider | Number of teachers |
| 17 | Pupil: teacher ratio by cycle | Average number of students per teacher at a specific level of education in a given school year. |
| 18 | Pupil: classroom by cycle | Average number of students per classroom at a specific level of education in a given school year. |
| 19 | Textbook: pupil by cycle | Average number of textbook per student at a specific level of education in a given school year. |
| 20 | Distance to school | Average distance to school in km |

Source: UNESCO Institute for Statistics, Technical Guidelines, (2009)

B. Sources Reviewed

We have undertaken a systematic review of several data sources to identify and confirm the availability of the indicators including international databases, administrative surveys, ministry records, and sample surveys. Some of the international databases consulted include the World Bank Education Statistics (EdStats), World Development Indicators, UNICEF's TransMONEE indicators, Demographic and Health Surveys (DHS), and Multiple Indicator Cluster Surveys. However, most of these databases have limited utility for the SDPP purposes of identifying in-country variation as (i) the statistics provided were only for the national level; (ii) the databases did not provide statistics on all of the primary indicators; and (iii) the indicators covered different time periods. Therefore the trend analysis in all pilot countries is primarily based on the education management information system (EMIS) managed by the Ministry of Education or its equivalent. The EMIS provides grade-wise data (disaggregated by sex) at the sub-national level (regional and district).

C. Data Analysis Process

Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level we identify the grade or cycle that has the highest dropout. Then we rank the administrative units based on each primary indicator for the target grade. This involves ranking of provinces in Cambodia, states in India, and districts in both Tajikistan and Timor Leste. The depth of data analysis after the first administrative level will depend on availability of data and number of schools in the targeted cycle.⁴ Once the target grade, group, and the administrative unit of intervention are determined the remaining indicators—indicators of dropout “predictors”, contextual indicators, and education supply indicators—are presented.

D. Composite Ranking

The primary analytic tool is the comparative analysis of the geographic area of intervention in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Each geographic area is ranked in ascending

⁴ Based on preliminary statistical power calculations, we estimate that SDPP needs at least 140 schools in each pilot country allowing us to have 70 intervention and 70 comparison schools.

order, such that the lower the score, the greater the problem of dropout. For dropout rate, the worst performing area (i.e., the one with the highest dropout rate) gets the lowest point. Similarly, areas with the lowest promotion, survival, and transition rates get the lowest point. For example, in Timor Leste, the district with the highest dropout rate gets “1” point and the district with the lowest promotion gets “1” point. These points are then tallied to come up with the final ranking. In addition to the statistical ranking, a number of practical conditions will be considered for the evaluation of possible SDPP invention sites. These include (i) accessibility, (ii) presences of civil unrest, (iii) receptivity of the local government to the project design and randomized control trial, (iv) migratory population to ensure low attrition during implementation, and (v) presence of other donors/programs.

III. Country Background

The Democratic Republic of Timor Leste, a state in Southeast Asia, comprises the eastern half of the island Timor, the islands of Atauro and Jaco, and the exclave of Oecusse, which is located within Indonesian West Timor. The country is divided into 13 administrative districts: (1) Lautem, (2) Baucau, (3) Viqueque, (4) Manatuto, (5) Dili, (6) Aileu, (7) Manufahi, (8) Liquica, (9) Ermera, (10) Ainaro, (11) Bobonaro, (12) Cova Lima, and (13) Oecusse, with Dili as the national capital. The districts are further divided into 65 subdistricts, 442 *sucos* (villages) and 2225 *aldeias* (hamlets).

Timor Leste re-established independence in 2002 after over four and a half centuries of Portuguese colonial rule (1511-1975) and 24 years of Indonesian occupation (1975-1999); three years under the United Nations Transitional Administration followed the occupation before the country declared itself as a sovereign state.

The education system currently consists of four cycles: Cycle 1 (grades 1-4), Cycle 2 (5-6), Cycle 3 (7-9) and secondary (10-12). Until 2009, the system had three cycles: Primary (1-6), pre-secondary (7-9) and secondary (10-12), which is how the data used for this analysis was reported. Compulsory education covers nine years, from grades 1-9 with the age of entrance and graduation at 6 and 14, respectively.

IV. Country-Specific Data

Two data sources are available for the Timor Leste trend analysis—the 2009/10 Timor Leste Demographic and Health Survey (DHS) and the Ministry of Education’s EMIS from 2006/07 to 2010.⁵

A. Data

Demographic and Health Survey: The DHS is a nationally-representative household survey that provides data in the areas of population, health and nutrition. The 2009/2010 survey was

⁵ The school year changed in late 2009. The previous school year was from August of one year to July of the next (e.g., August 2007- July 2008). The current school year (since Jan 2010) is from January to December, matching the calendar year. There was a gap of 4 months between August and December in 2009, when schools remained closed. Therefore, the school year of 2010 refers only to this year and not to 2009, which is captured in 2008-2009.

conducted by the National Statistics Directorate of the Ministry of Finance. While the DHS is focused more on health indicators, some education indicators (such as attendance rate, repetition rate, and dropout rate) are helpful to understand household education attainment and literacy. DHS asks two questions to determine if a child is a dropout: (1) Did the child attend school at any time this year? and (2) Did the child attend school any time in the past year? Considering both questions, DHS measures dropout that could have occurred during a school year or between two grades.

Education Management Information System: The EMIS data is collected annually by the Ministry of Education at the national, regional, district and sub-district levels, and focuses on all levels of education. The EMIS follows the UNESCO definitions and formulae to calculate the indicators.

EMIS calculates dropout as the proportion of students who leave the system without completing a given grade in a given school year. The dropout rate captures the percentage of students who dropped out of school during the year and between years within the same cycle. Data are collected once a year at the start of the school year from every school, both government and non-government (Catholic and private) in the country. The EMIS reports that it assigns unique IDs for each of the students in the system, which should make it possible for them to track individual students, although the system is not yet operational. Data validation procedures, such as cross-checking collected data with school directors, are implemented in order to ensure data quality.

Table 2: Data Sources by Indicator

| Indicator | Data Sources | |
|--|--------------|-----|
| | EMIS | DHS |
| Group A: Primary Indicator | | |
| Enrollment by grade and cycle | x | |
| Dropout rate by grade and cycle | x | x |
| Promotion rate by grade and cycle | x | |
| Survival rate by cycle | x | x |
| Transition rate from cycle to cycle | x | |
| Group B: Indicators of dropout “predictors” | | |
| Age specific enrollment rate by cycle and/or grade | x | |
| Repetition rate by grade and cycle | x | x |
| Completion rate | | |
| Group C: Contextual Indicators for students | | |
| Gross enrollment ratio by cycle | x | x |
| Net enrollment rate by cycle | x | x |
| First grade intake rate (Net) | x | |
| Out-of-school children | | |
| Youth literacy rate | | |
| Gender Parity Index by cycle | x | x |
| Group D: Education Supply Indicators | | |
| Schools by cycle and provider | x | |

| Indicator | Data Sources | |
|--------------------------------|-----------------|-----|
| | EMIS | DHS |
| Teachers by cycle and provider | x (by cycle) | |
| Pupil: teacher ratio by cycle | x | |
| Pupil: classroom by cycle | | |
| Textbook: student by cycle | | |
| Distance to school | | |

B. Data Source Limitations

Both data sources suffer limitations in the validity and accuracy of the data. The DHS found that all districts, with the exception of Cova Lima and Dili, show less than a one percent dropout rate across most grades; several districts are even reported to have zero percent dropout. These remarkably low dropout rates are belied by both the EMIS data and school-level observations. Moreover, a startling DHS finding is that dropout is highest among the wealthiest quintile in urban areas, contrary to most countries' dropout profiles and counter to prevailing perceptions in Timor Leste. A recent UNICEF inquiry found that the translation of the instruments into the local language was problematic, which may have affected the validity of the responses.

EMIS data reports more substantial rates for dropout with the exception of the end-of-cycle grades of 6, 9 and 12. Again, lower dropout rates at the critical transition grades runs counter to most patterns of dropout. The discrepancy could be attributed to the reporting system itself, as the EMIS is unable to track a child to the next school cycle (primary, pre-secondary, or secondary), since he/she is no longer recorded in any school. It cannot report whether a student has enrolled in the starting grade of a cycle (e.g. Grade 7 or Grade 10) or has left school without transitioning to the next cycle. Consequently, the student who has completed Grade 6 or Grade 9, but not enrolled in the subsequent grade, will not be reported as a dropout, thus under-reporting the terminal grade dropout, capturing only the in-grade dropout but not the between-grade dropout. The most likely explanation for the relatively low dropout rates in the end-of-cycle Grades 6 and 9 is that students are not dropping out during those grades, but they are failing to enroll in the next cycle.

C. Data Source Selection

Based on the availability of data and advice from local partners who consulted school personnel and ministry staff, EMIS data was selected to be used for the purpose of the trend analysis. Considering the limitations of EMIS, we have triangulated the findings of our analysis by vetting them with key stakeholders, including the ministry and key donors.

V. National Level Trends and Cycle/Grade Selection

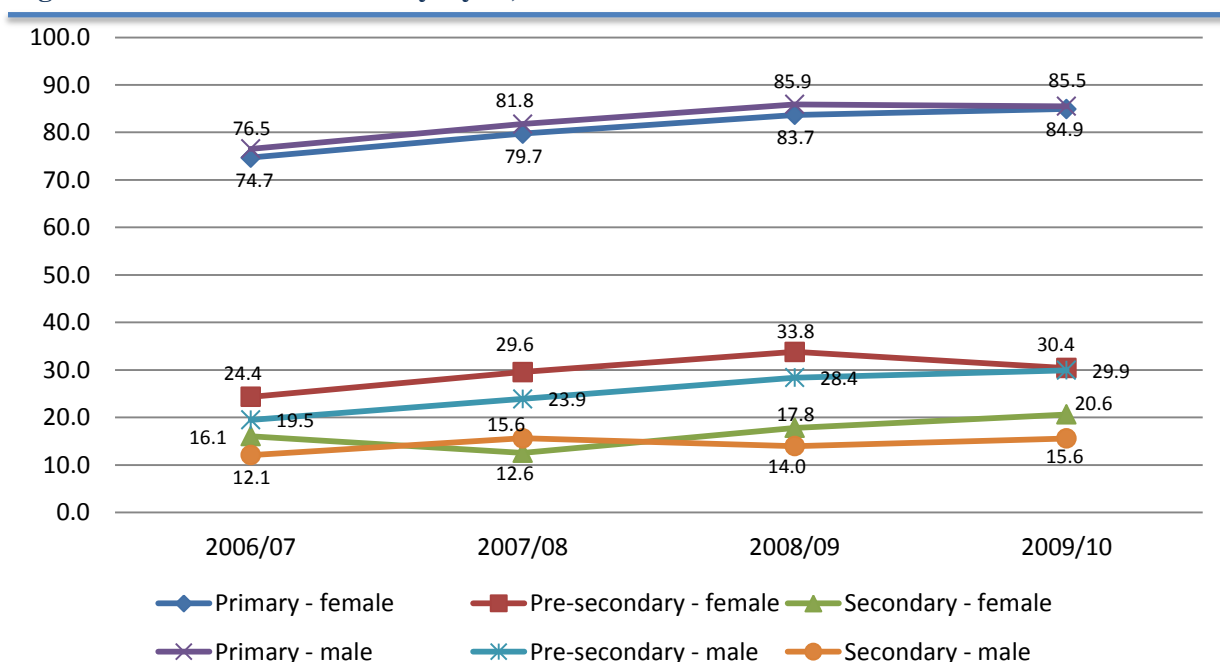
A. Net Enrollment Rate (NER) by Cycle

The net enrollment data at the national level show a steady increase in student enrollment over time in all cycles. (See Figure 1 below). Enrollment rates have increased for both male and female students since 2006/2007. However, the net enrollment rates between the primary level and the pre-secondary level drop precipitously from about 85 percent to about 30 percent, suggesting that a high percentage of primary students do not enroll in the next cycle—in other words, a high between-cycle dropout.⁶ The data also show that:

- The primary level has the greatest enrollment rate in 2010 (85.5 percent for males, 84.9 percent for females) and has virtually no disparity in enrollment rates between sexes.
- Although gender disparity is negligible at the primary and pre-secondary cycles, the gap widens at the secondary cycle, where female NER is nearly five percentage points higher than male GER.

While pre-secondary and secondary enrollment has been significantly lower than primary net enrollment by a difference of about 55 and 65 percentage points, respectively, the greater numbers of students progressing through the primary level will likely result in an increase in both enrollment numbers and rates at the higher levels of education in the next few years.

Figure 1: Net Enrollment Rate by Cycle, 2006/07–2010



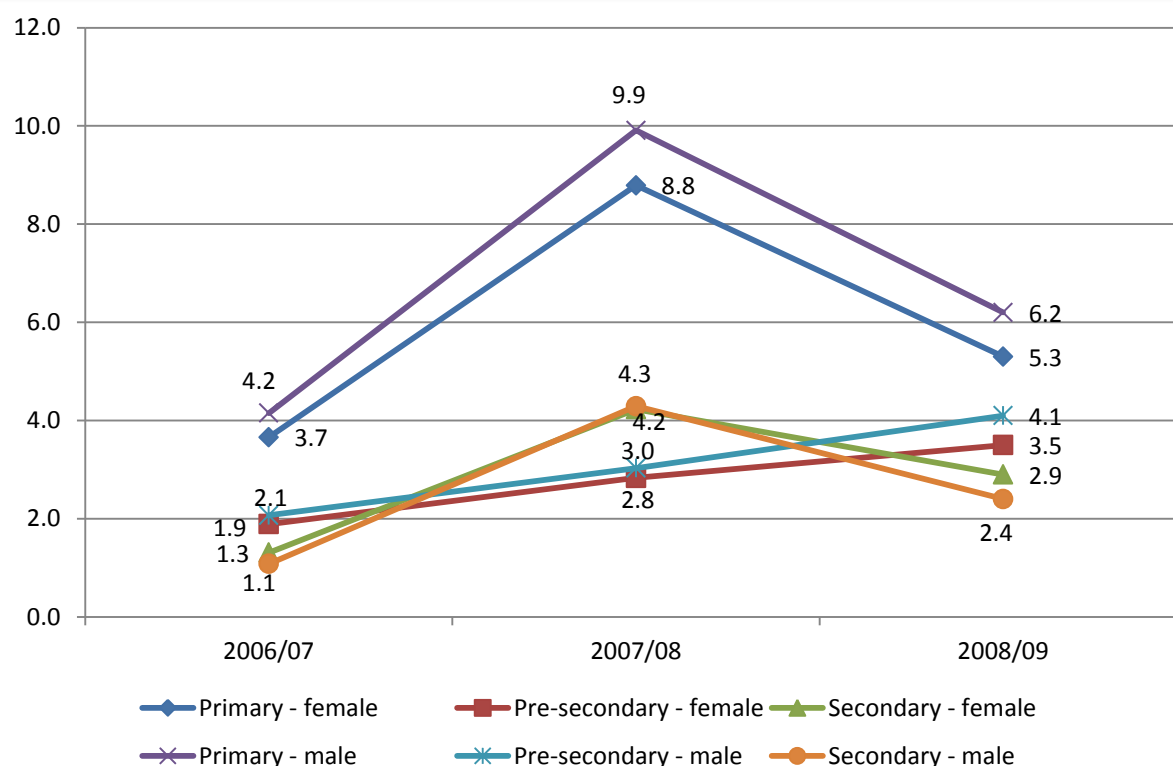
Source: Education Management Information System, 2008/09

⁶Caution must be taken when comparing NERs. The differences in the NERs between the education cycles cannot exclusively be attributed to dropout. Because of repetition, some percentage of students may have not yet made the transition from one cycle to another. Further, NERs focus on students of appropriate age for the cycle. Overage and underage children are making the transition to the next cycle, but are not captured in the NER measure.

B. Dropout Rate by Cycle

Dropout rates reported by EMIS were first analyzed by cycle at the national level in order to determine the level most affected by dropout (Figure 2). The cycle dropout rate for each academic year shows the percentage of students who were enrolled in a school year but no longer attend at the beginning of the following year within the cycle.⁷ The major finding is that in-cycle dropout is consistently most acute at the primary level over a three year timeframe, with an average dropout rate of about 6 percent compared to average rates closer to 3 percent at the pre-secondary and secondary levels.

Figure 2: National Dropout Rate by Cycle, 2006/07 - 2008/09



Source: Education Management Information System, 2008/09

C. Dropout Rate by Grade

Dropout rates by grade were also examined to determine the most affected grade(s). According to the EMIS data presented in Figure 3, grades 1, 4, and 5 have the highest dropout rates at 6.9 percent, 6.7 percent and 6.7 percent, respectively. Grade 1's dropout rate can be explained by high underage enrollment, which results in students under the official entrance age dropping out and usually re-enrolling at a later time. Therefore, it is not a suitable target grade for SDPP interventions.

⁷ As discussed above, the dropout rates for primary and lower secondary do not include students who completed the terminal grade of the cycle but did not enroll in the ensuing cycle.

Overall, the national dropout data reveal that:

- Male students have higher dropout rates at the primary and pre-secondary grades while female students have higher dropout rates at the secondary level.
- The greatest disparity in dropout rates between sexes is at the primary level.
- The gender gap is highest in grade 4 (1.5 percentage point difference), the lowest in grade 8 (0.1 percentage point difference).
- In each cycle, the beginning-of-cycle grades (1, 7, and 10) tend to have the highest dropout rates in their respective cycles.

The low dropout rates seen at the end-of-cycle grades of 6 and 9 are explained by the way that EMIS calculates dropout. As discussed in the Data and Methods section, the EMIS data does not report students who leave school after completing a cycle as dropouts. Therefore, students who have completed grade 6 or 9 but do not continue onto grade 7 or 10, respectively, will not be counted by EMIS as a dropout since those students are not in the records of any school. However, the transition rate between the primary and pre-secondary cycle is 82 percent, indicating that 18 percent of Grade 6 students do not reach Grade 7. This, coupled with the in-grade dropout of 2 percent, would suggest that Grade 6 dropout is as high as 20 percent. By the same reasoning, the dropout rate for Grade 9 would be over 5 percent (4 percent between grade dropout and 1.5 percent in-grade dropout). Taking this into account, considering the disparity in NERs among the cycles, and understanding that end-of-cycle grades typically tend to have higher dropout rates, it is a safe assumption that grades 6 and 9 experience dropout at least as severe as other grades in the cycle.

Figure 3: National Dropout Rate by Grade, 2008/09



Source: Education Management Information System, 2008/09

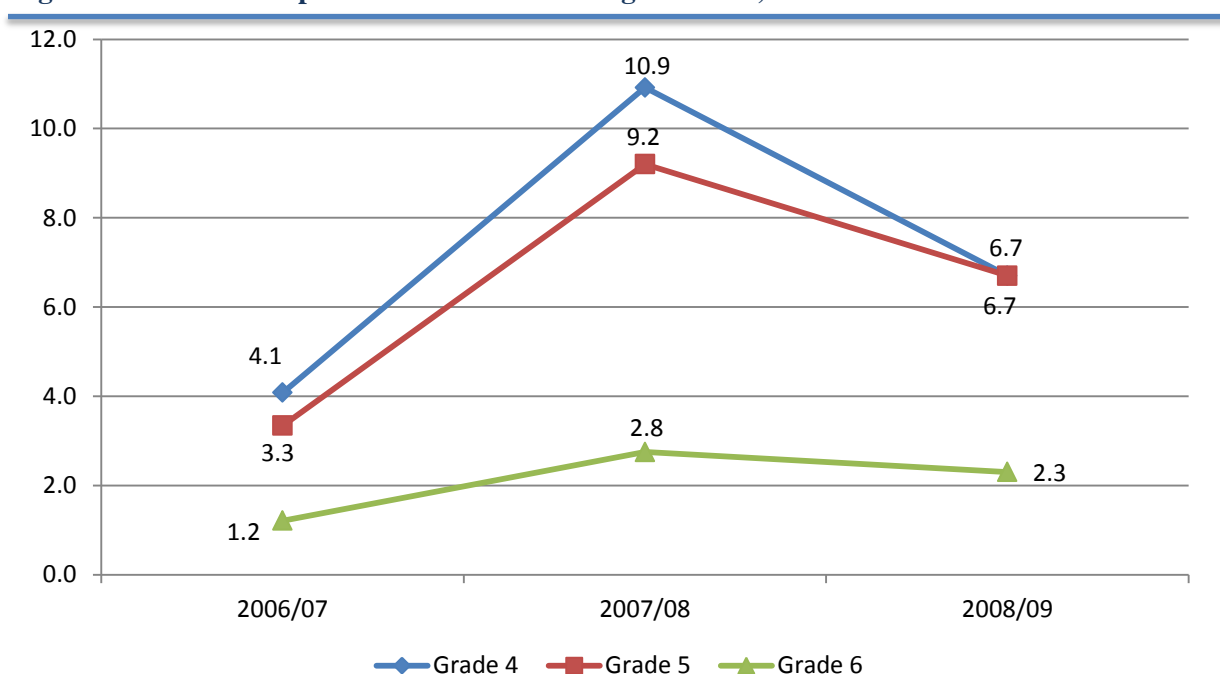
D. Target Grade/Cycle Selection

Because every indicator may provide a different view of dropout, SDPP used the dropout rate as the final determinant in its selection of the target cycle/grade(s). As indicated by both the dropout rates and the NER, it is clear that the primary cycle suffers most from dropout: 5.7 percent of students drop out of primary school rate compared with 3.8 percent of pre-secondary students and 2.6 percent of secondary students. The 55 percentage point gap in NER is largest between primary and pre-secondary school.

Informed by the grade-wise dropout data, SDPP will focus on the upper primary grades 4, 5, and 6. Grades 4 and 5 were determined as the most affected grades based on the dropout data, with dropout at or about 6 percent. Despite limitations in EMIS data calculations for the dropout rate, Grade 6 has been included as a target grade based on the estimated high dropout derived from the transition rate data and because end-of-cycle grades tend to have high dropout rates. We also note that the wide gap in the NERs for primary and pre-secondary school suggests that many primary school students are not making the transition to pre-secondary school, thus signaling high dropout in grade 6.

The national dropout trend in the SDPP target grades is presented in Figure 4. While dropout rates saw a dramatic increase (6.8 percentage points in grade 4, 5.9 percentage points in grade 5, and 1.6 percentage points in grade 6) between 2006/07 and 2007/2008, it experienced a relative decrease by 2008/09. Overall, dropout rates in grade 4, 5 and 6 increased by 2.6 percentage points, 3.4 percentage points and 1.1 percentage points, respectively, since 2006/2007.

Figure 4: National Dropout Trend for SDPP Target Grades, 2006/07 – 2008/09



Source: Education Management Information System, 2008/09

VI. District Level Trends and District Selection

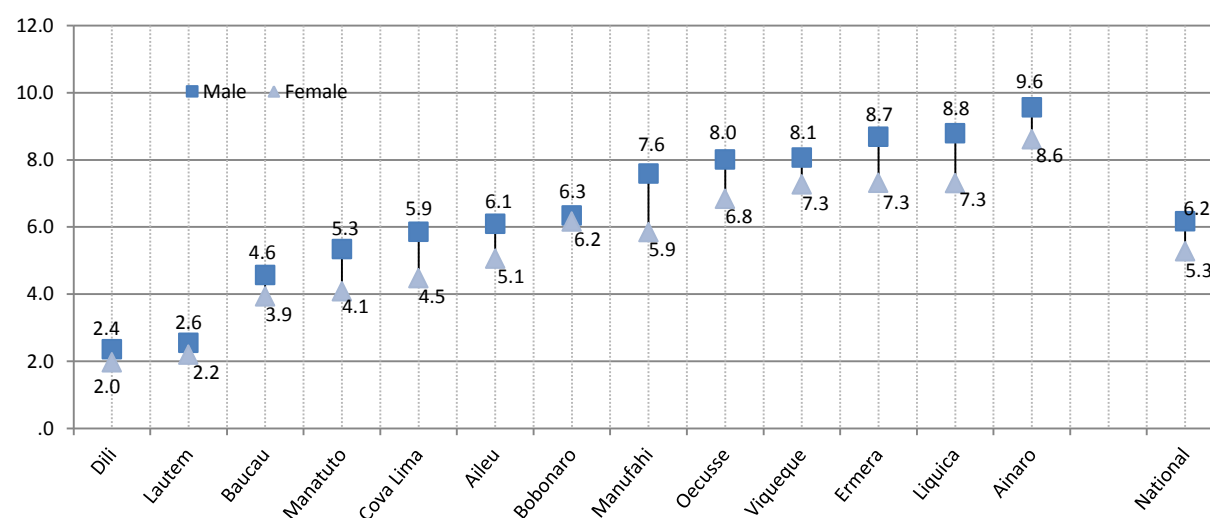
Once the target grades were selected, the primary indicators were analyzed by district at the primary level to determine the geographic areas that are most affected by dropout.⁸ The analysis was carried out at the district level—rather than lower administrative levels—in order to have a sufficient number of schools from which to gather data for the SDPP situational analysis (30 schools) and to implement and evaluate interventions (70 treatment and 70 control schools).

A. Dropout Rate

The data show that the national dropout rate for primary school is 6.2 percent for boys and 5.3 percent for girls. Figure 5 shows the dropout rate by district for male and female students at the primary level. In the figure, each vertical line represents the disparity between male and female dropout rates and emphasizes the range in rates between the sexes. The major findings include:

- Ainaro has the highest dropout rates among the districts for both female students (8.6 percent) and male students (9.6 percent), followed by Liquica (7.3 percent for females and 8.8 percent for males) and Ermera (7.3 percent for females and 8.7 percent for males)
- Manufahi has the greatest gender disparity in dropout rates at 1.7 percentage points (7.6 percent for males, 5.9 percent for females), followed by Liquica with a gender disparity of 1.5 percentage points (8.8 percent for males, 7.3 percent for females).
- Bobonaro has the smallest gender disparity in dropout rates at 0.1 percentage points (6.3 percent for male, 6.2 percent for female).
- Male students consistently have higher dropout rates than female students in primary school across the districts.
- Dropout rates for both male and female students are higher than the national average in 7 out of 13 districts.

Figure 5: Dropout Rate by District – Primary Level, 2008/09



Source: Education Management Information System, 2008/09

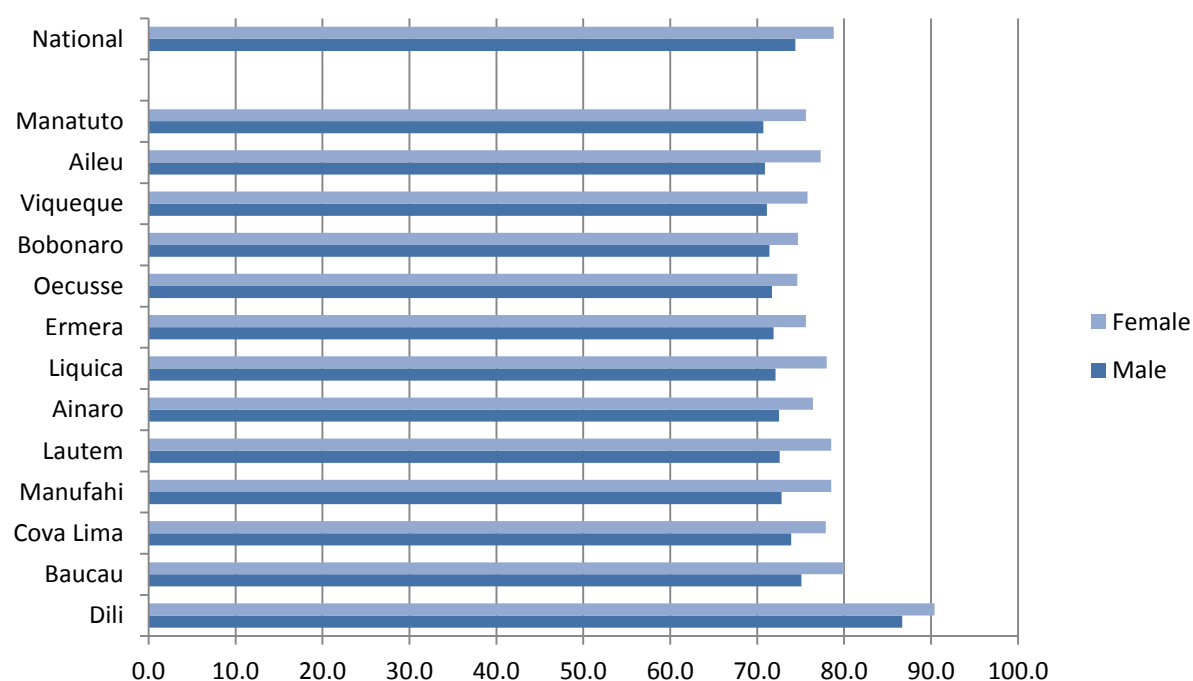
⁸ See Appendix A for details.

B. Promotion Rate

The national promotion rate for primary school shows some disparity between boys and girls, with boys slightly less likely to be promoted (74.4 percent) than girls (78.8 percent). However, there is little variation among districts in the proportion of students progressing through the school system. Specifically:

- The data show that a greater proportion of female students are progressing to the next grade than are male students across all districts.
- When compared with the national promotion rate, all districts with the exception of Dili and Baucau, have lower promotions rates for both males and females.
- Dili's promotion rates (90.4 percent for female students and 86.7 percent for male students) appear to be the outlier that brings up the national average.
- Oecusse has the lowest primary level promotion rates for females at 74.6 percent and Manatuto for males at 70.7 percent.

Figure 6: Promotion Rate by District – Primary Level, 2008/09



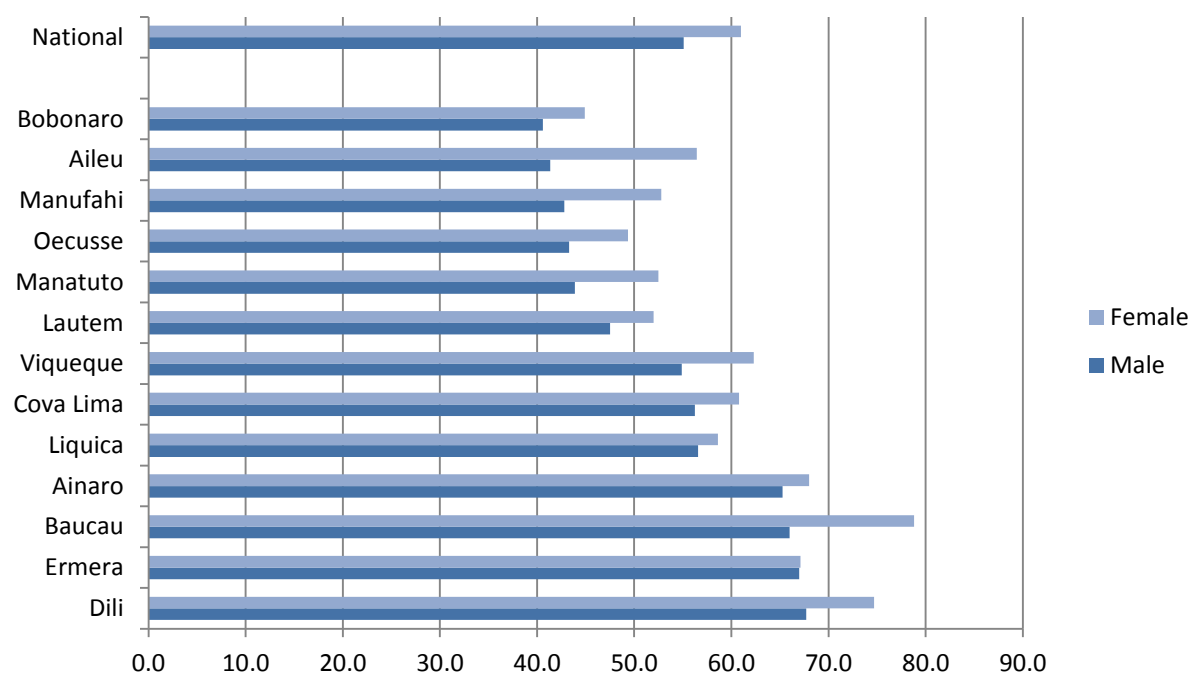
Source: Education Management Information System, 2008/09

C. Survival Rate

The survival rate reflects the retention capacity of the education system. Rates approaching 100 percent indicate a high level of retention and low incidence of dropout within a cycle. Figure 6 illustrates the prospect of a cohort of students that entered the first year of the primary cycle (grade 1) reaching the final year of the cycle (grade 6). The data show that:

- A wide range of values is seen in the primary school survival rates among the districts, from 40.6 percent (Bobonaro) to 67.7 percent (Dili) for males and 44.9 percent (Bobonaro) to 78.8 percent (Baucau) for females.
- Bobonaro exhibits the lowest survival rates for both sexes, followed by Aileu and Manufahi for male (41.4 percent and 42.8 percent, respectively) and Oecusse and Lautem for female (49.4 percent and 52.0 percent, respectively).
- The highest survival rates are found in Baucau for females (78.8 percent) and Dili for males (67.7 percent)
- As with dropout and promotion rates, female students have higher survival rates than their male counterparts.

Figure 7: Survival Rate by District – Primary Level, 2008/09



Source: Education Management Information System, 2008/09

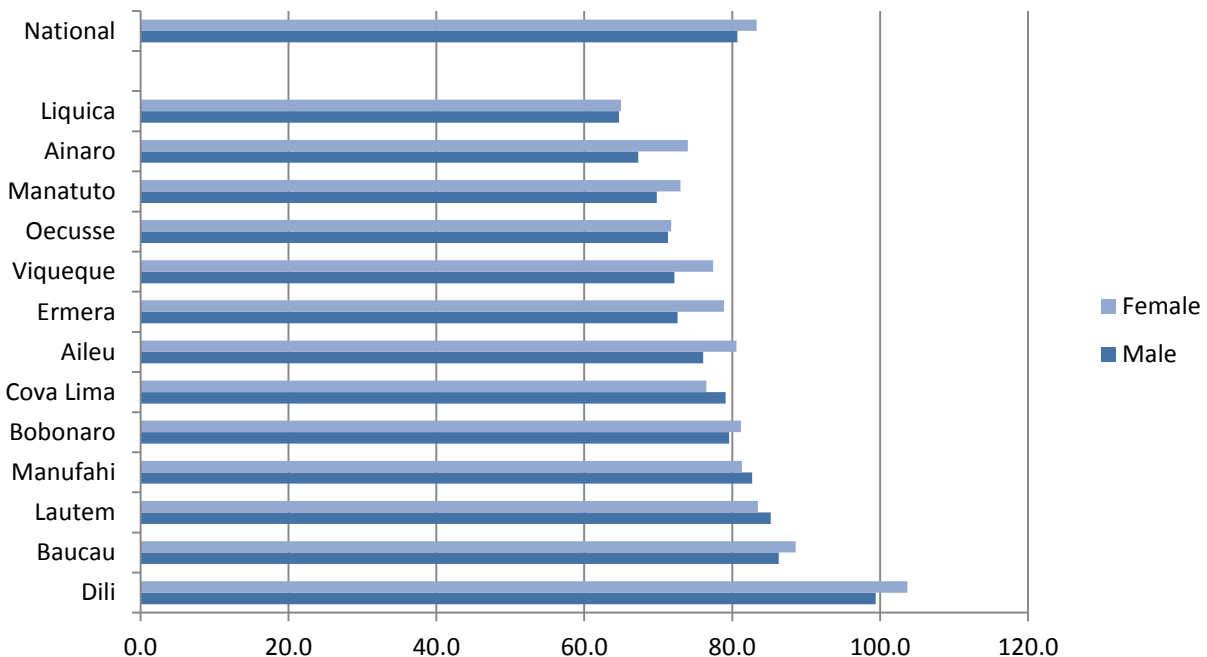
D. Transition Rate

The transition rate from primary to pre-secondary shows the proportion of students progressing from grade 6 to grade 7. A low transition rate indicates problems in bridging the two cycles and speaks to the inadequate admission capacity at the pre-secondary level. According to the data:

- The national transition rate is 83.3 percent for females and 80.7 percent for males.
- Liquica has the lowest transition rate for both males and females at 64.7 percent and 64.9 percent, respectively.
- Dili has the highest transition rate at 103.7 for females and 99.4 for males.
- Only three districts—Lautem, Baucau, and Dili—have transition rates for female students that are higher than the national average.

- About 31 percent of districts (4 out of 13) have transition rates for males that exceed the national average.

Figure 8: Transition Rate by District – Primary to Pre-Secondary, 2007/08



Source: Education Management Information System, 2008/09

E. District Selection

1. Statistical Ranking

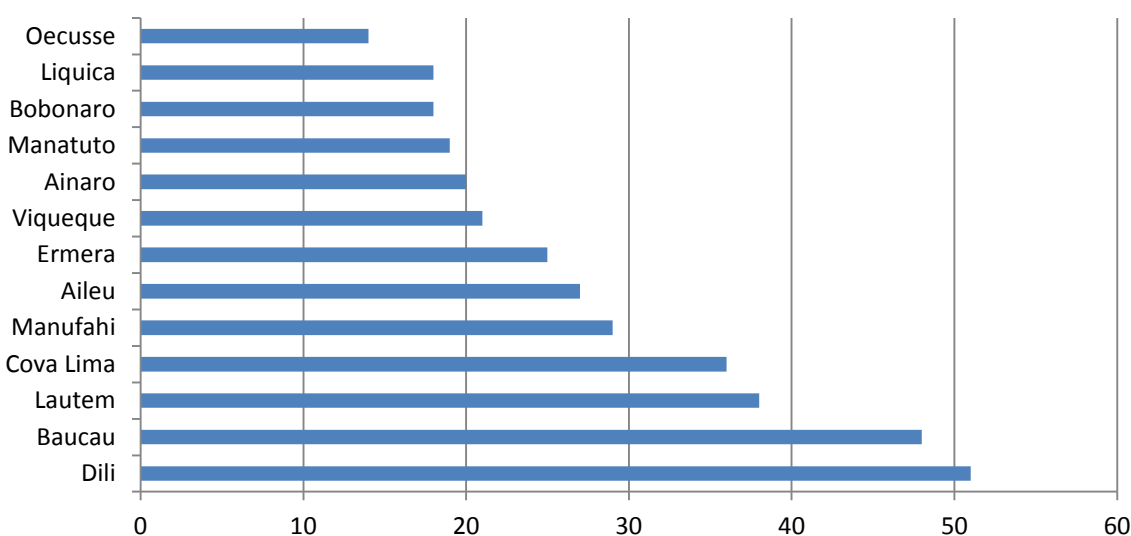
The districts were ranked according to the four primary indicators as shown in Table 3. The ranking is based on each district's performance at the primary level as SDPP will be focusing on grades in this cycle. As described in Section II, each district was given a point value based on its rank, with the most affected district in each category getting a "1". Districts with the same rate were given the same rank and subsequently the same point value for that indicator. The points for each indicator were added to get the total point value. Based on the total number of points, the districts were given a cumulative rank that represents its overall performance. The lower the rank, the worse the district performed as measured by the primary indicators.

The average number of points for all districts is 28—8 scored below the average and 5 above. The total points ranged from 14 to 51, with Oecusse ranking as the most affected district, followed by Liquica and Bobonaro, both scoring 18 points. The national capital of Dili is the least affected district, followed by Baucau.

Table 3: District Ranking

| District | Dropout | | Promotion | | Survival | | Transition | | TOTAL POINTS | RANK |
|-----------|---------|-------|-----------|-------|----------|-------|------------|-------|--------------|------|
| | Rate | Point | Rate | Point | Rate | Point | Rate | Point | | |
| Aileu | 5.61 | 8 | 73.88 | 6 | 48.20 | 5 | 78.32 | 8 | 27 | 7 |
| Ainaro | 9.12 | 1 | 74.35 | 7 | 66.49 | 10 | 70.50 | 2 | 20 | 4 |
| Baucau | 4.26 | 11 | 77.41 | 12 | 71.79 | 13 | 87.38 | 12 | 48 | 11 |
| Bobonaro | 6.26 | 7 | 73.01 | 1 | 42.70 | 1 | 80.40 | 9 | 18 | 2 |
| Cova Lima | 5.18 | 9 | 75.84 | 11 | 58.38 | 9 | 77.83 | 7 | 36 | 9 |
| Dili | 2.17 | 13 | 88.47 | 13 | 70.83 | 12 | 101.53 | 13 | 51 | 12 |
| Ermera | 8.04 | 3 | 73.65 | 5 | 67.02 | 11 | 75.46 | 6 | 25 | 6 |
| Lautem | 2.38 | 12 | 75.44 | 9 | 49.62 | 6 | 84.34 | 11 | 38 | 10 |
| Liquica | 8.10 | 2 | 74.84 | 8 | 57.48 | 7 | 64.81 | 1 | 18 | 2 |
| Manatuto | 4.75 | 10 | 73.03 | 2 | 47.87 | 4 | 71.41 | 3 | 19 | 3 |
| Manufahi | 6.76 | 6 | 75.56 | 10 | 47.34 | 3 | 82.02 | 10 | 29 | 8 |
| Oecusse | 7.43 | 5 | 73.17 | 3 | 46.28 | 2 | 71.53 | 4 | 14 | 1 |
| Viqueque | 7.69 | 4 | 73.32 | 4 | 58.34 | 8 | 74.81 | 5 | 21 | 5 |

The cumulative points for each district based on the four primary indicators are presented below.

Figure 9: District Ranking with Total Points

2. Practical Considerations

In addition to the rankings based on the primary indicator data, practical considerations were taken into account when determining the target areas. For Timor Leste, the practical considerations were:

- Security issues (presence of insurgency and/or civil unrest)

- Receptivity of the local government
- Accessibility of the region
- Low migration patterns
- Limited donor and NGO interventions in education

Further, a statistically representative sample (of at least 140 schools) would be needed to implement the planned randomized control trial for SDPP interventions. Depending on the number of government schools with the target grades, meeting this criterion could require the selection of more than one district. In this situation, contiguity between districts would be a factor in order to maximize effective management of the pilot projects.

3. Target District Selection

Using the composite ranking and also taking into account practical considerations, the target districts of Liquica (2nd most affected), Bobonaro (2nd most affected) and Ermera (6th most affected) were selected. These three districts were chosen to ensure that a sufficient number of schools were in the area.

Table 4: Number of Schools in Target Districts

| | Bobonaro | Ermera | Liquica |
|--------------|-----------------|---------------|----------------|
| Urban/large | 8 | 13 | 5 |
| Urban/small | 2 | 4 | 5 |
| Rural/large | 20 | 23 | 12 |
| Rural/small | 27 | 33 | 13 |
| Total | 57 | 73 | 35 |

The target population in all three districts will be male and female students currently enrolled in government schools and at-risk of dropping out from grades 4, 5 and 6. Table 4 provides a breakdown of schools disaggregated by the type of community.

The following are the justifications for the target district selection:

- Bobonaro and Liquica tied as the second most affected districts.
- Ermera borders both districts and has the third highest dropout rate in the country; Liquica has the 2nd highest dropout.
- Local authorities in the three districts are willing to collaborate with the project and the level of prioritization to reduce dropout is high.
- The three districts have a sufficient number of schools (165) for the pilot project and are contiguous to ease project implementation.
- There are limited education projects currently being implemented in these districts.

VII. Profile of Selected Districts



Source: United Nations, Department of Field Support

A. Ermera

Ermera is located in the central region of the country and has a population of 103,169 inhabitants according to the 2004 census. With an area of 746 square kilometers, the district is divided into five subdistricts – Atsabe, Ermera, Hatolia, Letefoho and Railaco. Gleno, its capital, is located 58 kilometers southwest of the national capital Dili in the subdistrict of Ermera. The main ethnic group is the Mambae, who live predominantly in Railaco, Ermera, Letefoho, and Hatolia. The Kemak are a major ethnic group in the Atsabe sub-district, and to a lesser degree in Hatolia, where they comprise 30 percent of the population. Most of the population is bilingual and speak the national language of Tetum in addition to their own language. More than 90 percent of the population is Catholic. Minority religions include Islam and Protestantism. Agriculture is a major industry in Ermera with coffee as the predominant crop.

B. Liquica

Situated on the northern coast of Timor Leste, Liquica borders the districts of Bobonaro and Ermera to the south and Dili to the east. Liquica comprises three subdistricts—Bazartete, Liquica, and Maubara—and has a population of 55,058. The coastal city of Liquica is the district

capital. Most of the inhabitants are multilingual and speak Tokodede in addition to the national languages of Tetum and Portuguese. Ninety-five percent of the agriculture is subsistence farming with corn and rice as the main food crops. Coffee is the primary cash crop in Liquica, which is the fourth largest coffee producing district in the country. The rocky beaches along the northern coast are considered the most beautiful in the country and are one of the main tourist attractions of Liquica.

C. Bobonaro

Bobonaro, located in the western region of the country, borders Indonesia to the west and the districts of Covalima, Ainaro, Ermera, and Liquica. According to the 2004 census, the district has a population of 82,385 living in its six subdistricts of Atabae, Balibo, Bobonaro, Cailaco, Lolotoe, and Maliana. Maliana, the capital of Bobonaro, is Timor Leste's fourth largest city. The main overland border crossing into Indonesia's West Timor is located in this district. Of the three known dialects spoken in the district—Bunak, Kemak, and Bekais—, Bunak and Kemak are the more common languages. The economy in Bobonaro district is based primarily on agriculture. Rice is the most important commodity followed by corn.

VIII. Selected Education Indicators in SDPP Districts

Data on indicators of dropout “predictors”, contextual indicators, and education supply indicators are presented below for the three selected districts for the target grades of 4, 5 and 6 (and primary level, where applicable); national level data is provided, where appropriate, for comparison purposes. An “n/a” in a cell indicates that the data is not available while an “*” means that the national level data is not relevant for the particular indicator. All statistics are taken from EMIS, unless otherwise indicated.

A. Indicators of Dropout “Predictors”

Table 5 presents the data on the “predictor” group of indicators, which help identify students who are at-risk of not completing the basic education cycle.

Table 5: Indicators of Dropout “Predictors”, 2008/09

| Indicators | | | National | Ermera | Liquica | Bobonaro |
|--------------------------|---------|-------------|----------|--------|---------|----------|
| Repetition rate by grade | Grade 4 | Male | 15.0 | 17.0 | 15.8 | 14.3 |
| | | Female | 10.9 | 13.1 | 13.5 | 9.1 |
| | Grade 5 | Male | 11.1 | 11.1 | 6.9 | 7.8 |
| | | Female | 8.1 | 9.2 | 5.5 | 8.5 |
| | Grade 6 | Male | 4.8 | 5.0 | 3.9 | 3.3 |
| | | Female | 3.9 | 5.1 | 2.7 | 3.1 |
| Repetition rate by cycle | Primary | Male | 19.6 | 19.6 | 18.9 | 22.9 |
| | | Female | 16.2 | 17.2 | 14.7 | 19.8 |
| Completion rate | Primary | Male | n/a | n/a | n/a | n/a |
| | | Female | n/a | n/a | n/a | n/a |
| Net enrollment | Primary | Male (2010) | 85.5 | 90.7 | 77.0 | 86.9 |

| Indicators | | | | National | Ermera | Liquica | Bobonaro |
|---|-------------------|---------------|--------|----------|--------|---------|----------|
| rate by cycle | | Female (2010) | | 84.9 | 87.9 | 74.4 | 89.0 |
| Age enrollment by grade (percentage of underage, of age and overage students) ⁹ | Grade 4 (2010) | % underage | Male | 4.8 | 4.9 | 2.3 | 5.9 |
| | | | Female | 7.5 | 6.6 | 4.1 | 7.1 |
| | | % of age | Male | 41.1 | 38.4 | 33.1 | 35.1 |
| | | | Female | 47.4 | 43.2 | 39.5 | 43.4 |
| | | % overage | Male | 54.1 | 56.7 | 64.6 | 59.1 |
| | | | Female | 45.1 | 50.1 | 56.4 | 49.5 |
| | Grade 5 (2010) | % underage | Male | 3.1 | 4.0 | 0.2 | 3.6 |
| | | | Female | 4.6 | 4.7 | 3.2 | 4.5 |
| | | % of age | Male | 39.3 | 36.8 | 31.1 | 33.5 |
| | | | Female | 46.2 | 41.6 | 36.3 | 41.1 |
| | | % overage | Male | 57.6 | 59.2 | 67.0 | 63.0 |
| | | | Female | 49.2 | 53.7 | 60.5 | 54.4 |
| | Grade 6 (2010) | % underage | Male | 4.3 | 6.8 | 3.0 | 3.0 |
| | | | Female | 5.6 | 5.9 | 3.1 | 29.7 |
| | | % of age | Male | 39.1 | 38.3 | 29.2 | 67.3 |
| | | | Female | 44.7 | 43.9 | 34.1 | 5.8 |
| | | % overage | Male | 56.6 | 54.8 | 67.8 | 37.4 |
| | | | Female | 49.8 | 50.2 | 62.8 | 56.8 |
| Age enrollment by cycle ¹⁰ | Primary (2010) | % underage | Male | 9.7 | 12.4 | 6.4 | 10.5 |
| | | | Female | 11.9 | 13.7 | 8.4 | 11.9 |
| | | % of age | Male | 51.1 | 40.0 | 40.4 | 45.0 |
| | | | Female | 54.7 | 42.5 | 44.2 | 49.2 |
| | | % overage | Male | 39.1 | 47.7 | 53.2 | 44.5 |
| | | | Female | 33.4 | 43.8 | 47.4 | 38.9 |

B. Contextual Indicators for Students

Table 6 presents the contextual indicators, which gives a snapshot of the district's educational status relative to the national performance.

Table 6: Contextual Indicators for Students, 2008/09

| Indicators | | | National | Ermera | Liquica | Bobonaro |
|--|---------|---------------|----------|--------|---------|----------|
| Gross enrollment rate by cycle | Primary | Male (2010) | 118.4 | 128.3 | 111.3 | 121.5 |
| | | Female (2010) | 114.3 | 121.7 | 104.8 | 121.2 |
| Net enrollment rate by cycle ¹¹ | Primary | Male (2010) | 85.5 | 90.7 | 77.0 | 86.9 |
| | | Female (2010) | 84.9 | 87.9 | 74.4 | 89.0 |
| First grade | | Male (2010) | 48.3 | 41.7 | 40.2 | 46.0 |

⁹ For the purpose of this table, "of age" for grade 4 is 9-10, grade 5 is 10-11, and grade 6 is 11-12. A complete table with data on age enrollment by grade is found in Appendix B.

¹⁰ For the purpose of this table, "of age" for each grade is as follows: 6-7 for grade 1, 7-8 for grade 2, 8-9 for grade 3, 9-10 for grade 4, 10-11 for grade 5, and 11-12 for grade 6. A complete table with data on age enrollment by cycle is found in Appendix B.

¹¹ DHS, 2009/10

| Indicators | | | National | Ermera | Liquica | Bobonaro |
|--|----------------|----------------|----------|--------|---------|----------|
| intake rate (net) | | Female (2010) | 49.4 | 41.4 | 40.4 | 48.6 |
| Number of out-of-school children ¹² | Primary | Male | 13511 | n/a | n/a | n/a |
| | | Female | 16939 | n/a | n/a | n/a |
| | | | | | | |
| Youth literacy rate ¹³ | Male | Age 15-19 | 86.6 | n/a | n/a | n/a |
| | | Age 20-24 | 85.4 | n/a | n/a | n/a |
| | Female | Age 15-19 | 86.4 | n/a | n/a | n/a |
| | | Age 20-24 | 81.4 | n/a | n/a | n/a |
| | | | | | | |
| Gender Parity Index ¹⁴ | GER | Primary (2010) | .97 | .95 | .94 | 1.0 |
| | NER | Primary (2010) | .99 | .97 | .97 | 1.02 |
| | Dropout rate | Primary | .85 | .84 | .83 | .94 |
| | Survival rate | Primary | .55 | 1.0 | 1.04 | 1.10 |
| | Promotion rate | Primary | .61 | 1.05 | 1.08 | 1.05 |

C. Education Supply Indicators

Lastly, the supply indicators, which capture the availability of and access to education resources, are presented in Table 7.

Table 7: Education Supply Indicators, 2008/09

| Indicators | | National | Ermera | Liquica | Bobonaro |
|--|----------|----------|--------|---------|----------|
| Number of schools by cycle (2010) | Primary | * | 97 | 53 | 116 |
| Number of schools by provider (2010) | Public | * | 95 | 50 | 106 |
| | Private | * | 0 | 0 | 0 |
| | Catholic | * | 2 | 3 | 10 |
| Number of teachers by cycle ¹⁵ (2010) | Primary | * | 1097 | 485 | 882 |
| Number of teachers by provider | Public | n/a | n/a | n/a | n/a |
| | Private | n/a | n/a | n/a | n/a |
| | Catholic | n/a | n/a | n/a | n/a |
| Pupil: teacher ratio by cycle | Primary | 22.5 | 25.4 | 26.6 | 23.0 |
| Classroom: pupil by cycle | Primary | n/a | n/a | n/a | n/a |
| Textbook: student by cycle | Primary | n/a | n/a | n/a | n/a |
| Average distance to school in km | | n/a | n/a | n/a | n/a |

¹² EdStats, 2009

¹³ DHS, 2009/10

¹⁴ A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of males and a value greater than 1 indicates disparity in favor of females. However, the interpretation should be the other way around for indicators that should ideally approach 0% (e.g., dropout rate). In these cases, a GPI of less than 1 indicates disparity in favor of females and a value greater than 1 indicates a disparity in favor of males.

¹⁵ It is possible that some teachers are counted twice as they are teaching multiple grades.

IX. Conclusion

Nearly ten years after re-establishing independence, education access continues to improve in Timor Leste as exemplified by enrollment numbers. In 2010, the net enrollment rate at the primary level was 85.2 percent compared to 75.7 percent in 2006/07. Similarly, the NER at the pre-secondary and secondary levels reached 27.6 percent and 18.1 percent, respectively, compared to 21.9 percent and 14.0 percent in 2006/07.

The primary cycle suffers most from dropout. The NERs for the pre-secondary and secondary levels are still relatively low, indicating that a large percentage of students are not completing the basic cycle. The 55 percentage point difference between primary NER and pre-secondary NER suggests that formal education for the majority of students ends with primary school. Further evidence of the low level of retention and high incidence of dropout in the primary cycle is the national survival rate to Grade 6: in 2008/09, only an estimated 55.1 percent of male students and 61 percent of female students who started the primary school were expected to complete it. The national dropout rate at the primary level was 5.7 percent for the 2008/09 school year, ranging between 9.1 percent (Ainaro) and Dili (2 percent).

Within the primary cycle, dropout is most severe in the upper grades. Reported dropout rates for Grades 4 and 5 exceed the rates for the lower grades, and the estimated dropout for Grade 6 could be as high as 20 percent. The gender differences in dropout in these grades are relatively small. Students—both boys and girls—in Grade 4, 5, and 6 could benefit most from SDPP interventions.

Oecusse, Liquica and Bobonaro scored worst on the composite statistical ranking of the four primary indicators (dropout, promotion, survival and transition). However, when coupled with practical considerations, the geographically-contiguous districts of Ermera (ranked 6th more affect district), Liquica (ranked 2nd), and Bobonaro (tied for second 2nd) were proposed as SDPP target districts. Ermera and Liquica suffer the highest dropout rates, behind Ainaro. Bobonaro has the worst primary school promotion and survival rates.

Focusing its efforts on male and female students in grades 4, 5 and 6 in these districts will allow SDPP to work with a student population most at-risk of leaving school before it acquires the basic skills (literacy and numeracy) needed to continue its education or be better prepared to assure a productive role in society.

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Appendix A: Primary Indicators

Table A-1: Enrollment by Cycle, 2008/09

Table A-2: Enrollment by Grade, 2008/09

Table A-3: Dropout Rate by Cycle, 2008/09

Table A-4: Dropout Rate by Grade, 2008/09

Table A-5: Promotion Rate by Cycle, 2008/09

Table A-6: Promotion Rate by Grade, 2008/09

Table A-7: Survival Rate by Cycle, 2008/09

Table A-8: Transition Rate from Cycle to Cycle, 2008-09

Table A-1: Enrollment by Cycle, 2008/09

| District | Primary | | | Pre-Secondary | | | Secondary | | | Total enrollment |
|-----------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|------------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | |
| Aileu | 10043 | 5323 | 4720 | 2768 | 1359 | 1409 | 1242 | 634 | 608 | 14053 |
| Ainaro | 14368 | 7678 | 6690 | 3003 | 1494 | 1509 | 1205 | 655 | 550 | 18576 |
| Baucau | 25324 | 13362 | 11962 | 6965 | 3505 | 3460 | 3730 | 2047 | 1787 | 36019 |
| Bobonaro | 19614 | 10072 | 9542 | 4822 | 2504 | 2318 | 2067 | 1064 | 999 | 26503 |
| Cova Lima | 14186 | 7292 | 6894 | 4393 | 2226 | 2167 | 1642 | 845 | 802 | 20221 |
| Dili | 30722 | 16172 | 14550 | 13784 | 6822 | 6962 | 13578 | 7150 | 6570 | 58084 |
| Ermera | 26455 | 13974 | 12481 | 5417 | 2867 | 2550 | 1967 | 1164 | 803 | 33839 |
| Lautem | 14993 | 7774 | 7219 | 3990 | 2088 | 1902 | 1582 | 771 | 849 | 20565 |
| Liquica | 12590 | 6925 | 5665 | 3274 | 1676 | 1598 | 1351 | 846 | 593 | 17215 |
| Manatuto | 9261 | 4903 | 4358 | 2202 | 1115 | 1087 | 683 | 334 | 350 | 12146 |
| Manufahi | 11199 | 5845 | 5354 | 3414 | 1638 | 1776 | 1557 | 831 | 820 | 16170 |
| Oecusse | 11326 | 5716 | 5610 | 2470 | 1295 | 1175 | 882 | 491 | 397 | 14678 |
| Viqueque | 18370 | 9663 | 8707 | 3863 | 1993 | 1870 | 1445 | 752 | 714 | 23678 |
| National | 218451 | 114699 | 103752 | 60365 | 30582 | 29783 | 32931 | 17584 | 15842 | 311747 |

Source: Education Management Information System (2008/09)

Table A-2: Enrollment by Grade, 2008/09

| District | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 2843 | 1530 | 1313 | 2135 | 1152 | 983 | 1628 | 880 | 748 | 1358 | 730 | 628 | 1094 | 558 | 536 | 985 | 473 | 512 |
| Ainaro | 4034 | 2163 | 1871 | 3204 | 1714 | 1490 | 2389 | 1259 | 1130 | 1570 | 845 | 725 | 1567 | 835 | 732 | 1604 | 862 | 742 |
| Baucau | 6863 | 3728 | 3135 | 4983 | 2608 | 2375 | 4258 | 2232 | 2026 | 3390 | 1819 | 1571 | 3074 | 1579 | 1495 | 2756 | 1396 | 1360 |
| Bobonaro | 6273 | 3315 | 2958 | 3945 | 1969 | 1976 | 3075 | 1584 | 1491 | 2556 | 1349 | 1207 | 1918 | 961 | 957 | 1847 | 894 | 953 |
| Cova Lima | 4561 | 2407 | 2154 | 2727 | 1398 | 1329 | 2052 | 1037 | 1015 | 1715 | 897 | 818 | 1539 | 747 | 792 | 1592 | 806 | 786 |
| Dili | 7256 | 3867 | 3389 | 6297 | 3313 | 2984 | 4885 | 2484 | 2401 | 4413 | 2324 | 2089 | 4063 | 2171 | 1892 | 3808 | 2013 | 1795 |
| Ermera | 7666 | 4032 | 3634 | 5739 | 3051 | 2688 | 4340 | 2227 | 2113 | 3277 | 1807 | 1470 | 2925 | 1537 | 1388 | 2508 | 1320 | 1188 |
| Lautem | 4283 | 2322 | 1961 | 2839 | 1428 | 1411 | 2279 | 1210 | 1069 | 2019 | 983 | 1036 | 1866 | 976 | 890 | 1707 | 855 | 852 |
| Liquica | 3334 | 1780 | 1554 | 2710 | 1474 | 1236 | 2169 | 1175 | 994 | 1748 | 979 | 769 | 1579 | 793 | 786 | 1050 | 724 | 326 |
| Manatuto | 2781 | 1501 | 1280 | 1898 | 1000 | 898 | 1429 | 738 | 691 | 1110 | 630 | 480 | 1099 | 564 | 535 | 944 | 470 | 474 |
| Manufahi | 2688 | 1462 | 1226 | 2308 | 1197 | 1111 | 1933 | 990 | 943 | 1612 | 847 | 765 | 1424 | 730 | 694 | 1234 | 619 | 615 |
| Oecusse | 3913 | 2065 | 1848 | 2278 | 1161 | 1117 | 1688 | 846 | 842 | 1310 | 618 | 692 | 1134 | 546 | 588 | 1003 | 480 | 523 |
| Viqueque | 5379 | 2922 | 2457 | 3559 | 1904 | 1655 | 3156 | 1644 | 1512 | 2331 | 1191 | 1140 | 2052 | 1036 | 1016 | 1893 | 966 | 927 |
| National | 61874 | 33094 | 28780 | 44622 | 23369 | 21253 | 35281 | 18306 | 16975 | 28409 | 15019 | 13390 | 25334 | 13033 | 12301 | 22931 | 11878 | 11053 |

Table A-2: Enrollment by Grade, 2008/09

| District | Grade 7 | | | Grade 8 | | | Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | |
|-----------------|--------------|--------------|--------------|--------------|-------------|-------------|--------------|-------------|-------------|--------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 1028 | 507 | 521 | 874 | 417 | 457 | 866 | 435 | 431 | 475 | 229 | 246 | 369 | 191 | 178 | 398 | 214 | 184 |
| Ainaro | 1172 | 597 | 575 | 1003 | 487 | 516 | 828 | 410 | 418 | 409 | 204 | 205 | 451 | 264 | 187 | 345 | 187 | 158 |
| Baucau | 2631 | 1353 | 1278 | 2338 | 1165 | 1173 | 1996 | 987 | 1009 | 1204 | 603 | 601 | 1339 | 780 | 663 | 1187 | 664 | 523 |
| Bobonaro | 1667 | 846 | 821 | 1605 | 843 | 762 | 1550 | 815 | 735 | 665 | 312 | 353 | 713 | 376 | 333 | 689 | 376 | 313 |
| Cova Lima | 1532 | 804 | 728 | 1531 | 768 | 763 | 1330 | 654 | 676 | 564 | 265 | 299 | 508 | 259 | 254 | 570 | 321 | 249 |
| Dili | 5009 | 2545 | 2464 | 4485 | 2208 | 2277 | 4290 | 2069 | 2221 | 5442 | 2705 | 2737 | 4354 | 2400 | 2096 | 3782 | 2045 | 1737 |
| Ermera | 1825 | 964 | 861 | 1822 | 953 | 869 | 1770 | 950 | 820 | 812 | 485 | 327 | 549 | 317 | 232 | 606 | 362 | 244 |
| Lautem | 1601 | 838 | 763 | 1208 | 616 | 592 | 1181 | 634 | 547 | 611 | 306 | 305 | 537 | 255 | 320 | 434 | 210 | 224 |
| Liquica | 1227 | 658 | 569 | 1048 | 536 | 512 | 999 | 482 | 517 | 492 | 268 | 224 | 393 | 291 | 190 | 466 | 287 | 179 |
| Manatuto | 821 | 419 | 402 | 739 | 376 | 363 | 642 | 320 | 322 | 213 | 99 | 114 | 272 | 139 | 134 | 198 | 96 | 102 |
| Manufahi | 1313 | 672 | 641 | 1107 | 523 | 584 | 994 | 443 | 551 | 523 | 245 | 278 | 540 | 324 | 310 | 494 | 262 | 232 |
| Oecusse | 942 | 484 | 458 | 776 | 395 | 381 | 752 | 416 | 336 | 331 | 180 | 151 | 314 | 187 | 133 | 237 | 124 | 113 |
| Viqueque | 1393 | 675 | 718 | 1303 | 676 | 627 | 1167 | 642 | 525 | 531 | 257 | 274 | 498 | 272 | 247 | 416 | 223 | 193 |
| National | 22161 | 11362 | 10799 | 19839 | 9963 | 9876 | 18365 | 9257 | 9108 | 12272 | 6158 | 6114 | 10837 | 6055 | 5277 | 9822 | 5371 | 4451 |

Source: Education Management Information System (2008/09)

Table A-3: Dropout Rate by Cycle, 2008/09

| District | Primary | | | Presecondary | | | Secondary | | |
|-----------------|------------|------------|------------|--------------|------------|------------|------------|------------|------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 5.6 | 6.1 | 5.1 | 4.7 | 5.2 | 4.1 | 1.6 | 1.1 | 2.1 |
| Ainaro | 9.1 | 9.6 | 8.6 | 4.7 | 5.7 | 3.7 | 1.2 | 1.1 | 1.3 |
| Baucau | 4.3 | 4.6 | 3.9 | 3.3 | 3.6 | 3.0 | 1.7 | 1.4 | 2.0 |
| Bobonaro | 6.3 | 6.3 | 6.2 | 3.5 | 3.7 | 3.4 | 4.7 | 4.8 | 4.6 |
| Cova Lima | 5.2 | 5.9 | 4.5 | 3.5 | 3.3 | 3.7 | 4.4 | 4.0 | 4.7 |
| Dili | 2.2 | 2.4 | 2.0 | 1.7 | 2.1 | 1.4 | 1.2 | 1.1 | 1.3 |
| Ermera | 8.0 | 8.7 | 7.3 | 6.0 | 6.6 | 5.2 | 2.5 | 2.4 | 2.6 |
| Lautem | 2.4 | 2.6 | 2.2 | 2.4 | 2.2 | 2.5 | 6.8 | 6.8 | 6.8 |
| Liquica | 8.1 | 8.8 | 7.3 | 4.5 | 5.5 | 3.6 | 2.4 | 1.7 | 3.4 |
| Manatuto | 4.8 | 5.3 | 4.1 | 3.7 | 3.5 | 4.0 | 6.3 | 6.0 | 6.5 |
| Manufahi | 6.8 | 7.6 | 5.9 | 7.0 | 7.8 | 6.3 | 5.7 | 4.6 | 6.8 |
| Oecusse | 7.4 | 8.0 | 6.8 | 4.1 | 3.8 | 4.6 | 5.0 | 4.6 | 5.5 |
| Viqueque | 7.7 | 8.1 | 7.3 | 6.0 | 6.0 | 6.0 | 4.8 | 5.2 | 5.2 |
| National | 5.7 | 6.2 | 5.3 | 3.8 | 4.1 | 3.5 | 2.6 | 2.4 | 2.9 |

Source: Education Management Information System (2008/09)

Table A-4: Dropout Rate by Grade, 2008/09

| District | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 5.3 | 5.7 | 5.0 | 4.4 | 5.0 | 3.9 | 6.4 | 6.7 | 6.2 | 7.8 | 7.5 | 8.1 | 5.8 | 7.4 | 4.1 | 4.3 | 5.3 | 3.3 |
| Ainaro | 9.7 | 9.6 | 9.7 | 10.6 | 10.4 | 10.7 | 9.4 | 10.1 | 8.7 | 8.3 | 9.4 | 7.2 | 12.6 | 14.4 | 10.7 | 1.7 | 2.4 | 0.8 |
| Baucau | 5.7 | 5.7 | 5.7 | 3.9 | 4.5 | 3.3 | 3.7 | 4.1 | 3.3 | 4.8 | 5.2 | 4.5 | 4.4 | 4.7 | 4.2 | 1.3 | 1.6 | 1.0 |
| Bobonaro | 6.3 | 5.9 | 6.7 | 5.8 | 6.0 | 5.5 | 6.2 | 6.2 | 6.2 | 7.9 | 8.6 | 7.0 | 8.8 | 9.3 | 8.4 | 2.4 | 2.5 | 2.4 |
| Cova Lima | 5.9 | 6.5 | 5.2 | 5.2 | 6.2 | 4.2 | 5.4 | 6.1 | 4.6 | 5.9 | 7.0 | 4.8 | 5.9 | 5.9 | 5.9 | 1.3 | 1.7 | 0.9 |
| Dili | 3.1 | 3.4 | 2.7 | 2.6 | 2.7 | 2.5 | 1.5 | 1.7 | 1.3 | 2.3 | 2.5 | 2.1 | 1.8 | 1.8 | 1.9 | 0.8 | 0.9 | 0.7 |
| Ermera | 8.4 | 8.5 | 8.3 | 6.8 | 7.2 | 6.4 | 8.2 | 9.4 | 6.8 | 10.1 | 11.6 | 8.3 | 11.9 | 12.8 | 10.8 | 2.4 | 2.9 | 1.9 |
| Lautem | 3.4 | 3.3 | 3.4 | 2.6 | 2.4 | 2.8 | 1.9 | 2.2 | 1.5 | 2.0 | 2.5 | 1.5 | 2.4 | 2.9 | 1.9 | 0.7 | 0.8 | 0.6 |
| Liquica | 9.9 | 9.9 | 9.9 | 6.6 | 7.2 | 5.8 | 8.5 | 9.6 | 7.1 | 9.7 | 10.9 | 8.1 | 9.1 | 10.6 | 7.6 | 3.0 | 3.2 | 2.7 |
| Manatuto | 6.3 | 6.6 | 5.9 | 4.6 | 5.2 | 3.9 | 3.8 | 4.6 | 3.0 | 4.8 | 5.9 | 3.3 | 5.2 | 5.9 | 4.5 | 1.5 | 1.5 | 1.5 |
| Manufahi | 8.6 | 9.0 | 8.2 | 5.8 | 7.1 | 4.5 | 6.8 | 7.5 | 6.2 | 7.5 | 8.3 | 6.7 | 6.8 | 8.4 | 5.2 | 3.2 | 3.6 | 2.9 |
| Oecusse | 8.7 | 9.5 | 7.8 | 7.0 | 8.3 | 5.7 | 7.3 | 8.4 | 6.3 | 8.8 | 9.2 | 8.4 | 5.6 | 3.9 | 7.1 | 4.0 | 3.5 | 4.4 |
| Viqueque | 8.9 | 8.7 | 9.1 | 8.4 | 9.4 | 7.3 | 8.2 | 9.0 | 7.3 | 7.5 | 7.8 | 7.2 | 6.8 | 7.1 | 6.5 | 3.4 | 3.4 | 3.3 |
| National | 6.9 | 7.1 | 6.7 | 5.7 | 6.3 | 5.1 | 5.9 | 6.6 | 5.3 | 6.7 | 7.4 | 5.9 | 6.7 | 7.3 | 6.1 | 2.3 | 2.6 | 2.0 |

Table A-4: Dropout Rate by Grade, 2008/09

| District | Grade 7 | | | Grade 8 | | | Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 8.1 | 8.9 | 7.3 | 3.5 | 4.3 | 2.8 | 2.1 | 2.1 | 2.1 | 2.5 | 1.8 | 3.3 | 0.5 | 0.5 | 0.6 | 1.5 | 0.9 | 2.2 |
| Ainaro | 7.4 | 9.6 | 5.2 | 4.7 | 5.3 | 4.1 | 1.6 | 2.0 | 1.2 | 1.5 | 1.5 | 1.5 | 1.8 | 1.5 | 2.1 | 0.0 | 0.0 | 0.0 |
| Baucau | 5.4 | 6.2 | 4.6 | 3.8 | 3.9 | 3.8 | 1.0 | 1.0 | 1.0 | 2.6 | 2.5 | 2.7 | 2.1 | 1.5 | 2.7 | 0.5 | 0.8 | 0.2 |
| Bobonaro | 5.2 | 5.4 | 5.0 | 5.2 | 5.0 | 5.4 | 0.6 | 1.0 | 0.1 | 9.0 | 10.3 | 7.9 | 5.4 | 5.1 | 5.7 | 0.0 | 0.3 | 0.0 |
| Cova Lima | 4.9 | 5.5 | 4.3 | 4.6 | 3.4 | 5.8 | 1.0 | 0.9 | 1.0 | 9.0 | 8.7 | 9.4 | 3.5 | 2.7 | 4.3 | 0.9 | 0.9 | 0.8 |
| Dili | 3.3 | 4.1 | 2.4 | 1.6 | 2.0 | 1.3 | 0.8 | 0.8 | 0.9 | 2.3 | 2.2 | 2.5 | 0.6 | 0.6 | 0.5 | 0.4 | 0.4 | 0.4 |
| Ermera | 7.2 | 7.9 | 6.4 | 7.3 | 6.6 | 8.1 | 4.4 | 6.2 | 2.3 | 4.9 | 4.3 | 5.8 | 1.6 | 2.2 | 0.9 | 0.0 | 0.0 | 0.0 |
| Lautem | 3.9 | 3.6 | 4.2 | 2.2 | 2.1 | 2.4 | 0.1 | 0.2 | 0.0 | 7.9 | 8.2 | 7.5 | 11.5 | 11.4 | 11.6 | 0.0 | 0.0 | 0.0 |
| Liquica | 8.5 | 9.1 | 7.7 | 4.5 | 5.6 | 3.3 | 1.0 | 1.5 | 0.6 | 2.4 | 0.8 | 4.5 | 1.2 | 1.4 | 1.1 | 3.6 | 3.1 | 4.5 |
| Manatuto | 5.0 | 6.0 | 4.0 | 3.4 | 3.2 | 3.6 | 3.0 | 1.9 | 4.0 | 8.0 | 8.1 | 7.9 | 7.7 | 7.2 | 8.2 | 3.0 | 2.1 | 3.9 |
| Manufahi | 11.0 | 12.4 | 9.7 | 8.6 | 8.8 | 8.4 | 1.0 | 0.7 | 1.3 | 8.2 | 6.1 | 10.1 | 8.2 | 7.4 | 9.0 | 0.2 | 0.0 | 0.4 |
| Oecusse | 6.8 | 6.6 | 7.0 | 4.3 | 3.5 | 5.0 | 1.1 | 1.0 | 1.2 | 2.7 | 2.8 | 2.7 | 10.0 | 8.6 | 12.0 | 1.7 | 1.6 | 1.8 |
| Viqueque | 8.0 | 8.7 | 7.2 | 6.5 | 6.2 | 6.9 | 3.8 | 3.7 | 3.8 | 6.6 | 6.2 | 6.9 | 8.1 | 8.5 | 7.7 | 0.0 | 0.0 | 0.0 |
| National | 6.5 | 7.2 | 5.8 | 4.6 | 4.6 | 4.7 | 1.6 | 1.8 | 1.5 | 5.2 | 4.9 | 5.6 | 4.8 | 4.5 | 5.1 | 0.9 | 0.8 | 1.1 |

Source: Education Management Information System (2008/09)

Table A-5: Promotion Rate by Cycle, 2008/09

| District | Primary | | | Presecondary | | | Secondary | | |
|-----------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 73.9 | 70.9 | 77.3 | 91.4 | 90.3 | 92.4 | 97.4 | 97.8 | 96.9 |
| Ainaro | 74.3 | 72.5 | 76.4 | 91.8 | 90.1 | 93.6 | 97.5 | 97.9 | 97.1 |
| Baucau | 77.4 | 75.1 | 80.0 | 93.5 | 92.6 | 94.4 | 97.1 | 97.2 | 96.9 |
| Bobonaro | 73.0 | 71.4 | 74.7 | 93.7 | 92.3 | 95.1 | 94.0 | 93.4 | 94.6 |
| Cova Lima | 75.8 | 73.9 | 77.9 | 93.4 | 93.2 | 93.5 | 94.5 | 94.3 | 94.6 |
| Dili | 88.5 | 86.7 | 90.4 | 96.9 | 96.1 | 97.7 | 98.0 | 97.9 | 98.0 |
| Ermera | 73.6 | 71.9 | 75.6 | 90.5 | 89.2 | 92.0 | 93.3 | 96.6 | 97.0 |
| Lautem | 75.4 | 72.6 | 78.5 | 93.9 | 93.2 | 94.6 | 96.8 | 93.2 | 94.6 |
| Liquica | 74.8 | 72.1 | 78.0 | 92.2 | 91.0 | 93.5 | 97.0 | 97.9 | 95.6 |
| Manatuto | 73.0 | 70.7 | 75.6 | 88.6 | 87.3 | 90.0 | 91.3 | 90.8 | 91.8 |
| Manufahi | 75.6 | 72.8 | 78.5 | 87.0 | 86.1 | 87.8 | 92.5 | 93.7 | 91.2 |
| Oecusse | 73.2 | 71.7 | 74.6 | 88.8 | 88.5 | 89.2 | 91.8 | 93.0 | 90.2 |
| Viqueque | 73.3 | 71.1 | 75.8 | 90.7 | 90.4 | 91.1 | 93.9 | 93.9 | 94.0 |
| National | 76.5 | 74.4 | 78.8 | 92.9 | 92.0 | 93.8 | 96.2 | 96.3 | 96.0 |

Source: Education Management Information System (2008/09)

Table A-6: Promotion Rate by Grade, 2008/09

| District | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 62.6 | 60.7 | 64.8 | 75.9 | 74.3 | 77.7 | 74.8 | 69.9 | 80.6 | 80.1 | 78.2 | 82.3 | 81.2 | 76.2 | 86.4 | 85.3 | 82.2 | 88.1 |
| Ainaro | 63.9 | 61.7 | 66.5 | 73.5 | 73.2 | 73.9 | 75.2 | 73.8 | 76.7 | 81.7 | 78.2 | 85.7 | 75.8 | 71.6 | 80.5 | 92.5 | 91.5 | 93.5 |
| Baucau | 62.7 | 61.3 | 64.3 | 77.6 | 74.6 | 80.9 | 79.6 | 76.6 | 82.9 | 82.0 | 79.7 | 84.7 | 85.5 | 83.6 | 87.6 | 96.2 | 95.5 | 96.9 |
| Bobonaro | 58.0 | 56.2 | 60.0 | 74.2 | 72.9 | 75.5 | 77.0 | 76.5 | 77.5 | 80.7 | 77.8 | 83.9 | 83.1 | 83.0 | 83.1 | 94.4 | 94.2 | 94.5 |
| Cova Lima | 59.2 | 57.9 | 60.5 | 77.4 | 74.7 | 80.3 | 79.0 | 76.2 | 82.0 | 85.6 | 83.7 | 87.7 | 86.8 | 86.4 | 87.3 | 96.3 | 95.4 | 97.2 |
| Dili | 84.7 | 82.9 | 86.8 | 88.3 | 86.9 | 89.8 | 88.0 | 85.6 | 90.5 | 84.4 | 83.7 | 89.4 | 89.5 | 87.8 | 91.5 | 95.8 | 94.8 | 96.9 |
| Ermera | 62.8 | 62.1 | 63.7 | 76.8 | 75.4 | 78.5 | 74.3 | 70.9 | 78.0 | 74.7 | 71.4 | 78.6 | 77.9 | 75.9 | 80.0 | 92.5 | 92.1 | 92.9 |
| Lautem | 56.1 | 53.2 | 59.5 | 75.9 | 72.9 | 79.0 | 78.3 | 76.0 | 81.0 | 84.0 | 81.5 | 86.3 | 88.3 | 86.0 | 90.8 | 95.8 | 95.7 | 96.0 |
| Liquica | 63.4 | 60.4 | 66.8 | 72.6 | 69.5 | 76.3 | 76.2 | 72.9 | 80.1 | 75.6 | 73.2 | 78.7 | 84.7 | 82.4 | 87.2 | 93.7 | 93.0 | 94.5 |
| Manatuto | 57.4 | 56.2 | 58.8 | 73.4 | 71.8 | 75.2 | 76.1 | 71.8 | 80.6 | 80.5 | 77.9 | 83.8 | 83.1 | 79.4 | 86.9 | 92.5 | 91.5 | 93.5 |
| Manufahi | 65.9 | 63.3 | 69.0 | 76.4 | 72.9 | 80.1 | 75.9 | 74.4 | 77.5 | 79.7 | 76.3 | 83.5 | 81.4 | 78.4 | 84.6 | 83.2 | 82.1 | 84.4 |
| Oecusse | 61.7 | 60.2 | 63.5 | 75.0 | 72.7 | 77.4 | 73.9 | 75.7 | 73.9 | 77.9 | 73.8 | 77.9 | 84.9 | 86.8 | 84.9 | 92.9 | 92.5 | 92.9 |
| Viqueque | 58.6 | 57.7 | 59.7 | 73.7 | 70.8 | 77.0 | 74.3 | 71.0 | 77.8 | 78.7 | 76.4 | 81.1 | 84.5 | 82.6 | 86.4 | 94.2 | 93.7 | 94.7 |
| National | 63.7 | 62.0 | 65.6 | 77.2 | 75.2 | 79.5 | 78.0 | 75.4 | 80.7 | 80.8 | 78.2 | 83.8 | 84.1 | 82.1 | 86.3 | 93.5 | 92.8 | 94.3 |

Table A-6: Promotion Rate by Grade, 2008/09

| District | Grade 7 | | | Grade 8 | | | Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Aileu | 86.1 | 84.8 | 87.3 | 92.9 | 92.1 | 96.7 | 95.7 | 95.4 | 96.1 | 94.1 | 94.8 | 93.5 | 99.5 | 99.5 | 99.4 | 98.5 | 99.1 | 97.8 |
| Ainaro | 86.2 | 82.2 | 90.3 | 93.2 | 92.4 | 94.0 | 96.9 | 96.1 | 97.6 | 95.1 | 95.6 | 94.6 | 97.8 | 97.7 | 97.9 | 99.7 | 100.0 | 99.4 |
| Baucau | 89.6 | 88.4 | 90.8 | 92.8 | 91.9 | 96.7 | 98.4 | 98.2 | 98.6 | 96.3 | 95.9 | 96.7 | 97.8 | 98.5 | 97.0 | 98.6 | 98.5 | 98.7 |
| Bobonaro | 91.0 | 89.2 | 92.8 | 91.3 | 89.9 | 92.9 | 98.6 | 97.7 | 99.6 | 89.3 | 86.9 | 91.5 | 93.2 | 93.1 | 93.4 | 99.9 | 99.7 | 100.0 |
| Cova Lima | 89.8 | 88.6 | 91.1 | 92.9 | 93.2 | 92.5 | 97.6 | 98.0 | 97.2 | 88.8 | 87.9 | 89.6 | 96.5 | 97.3 | 95.7 | 98.3 | 97.8 | 98.8 |
| Dili | 93.7 | 92.1 | 95.3 | 98.0 | 97.5 | 98.4 | 97.8 | 97.5 | 98.1 | 95.6 | 95.5 | 95.8 | 99.1 | 99.1 | 99.2 | 98.6 | 98.4 | 98.7 |
| Ermera | 87.2 | 85.5 | 89.1 | 89.5 | 89.5 | 89.4 | 93.6 | 91.4 | 96.2 | 94.1 | 94.4 | 93.6 | 98.0 | 97.2 | 99.1 | 99.8 | 100.0 | 99.6 |
| Lautem | 89.3 | 87.1 | 91.7 | 96.2 | 96.9 | 95.4 | 99.2 | 98.9 | 99.5 | 88.1 | 87.9 | 88.2 | 86.4 | 87.5 | 85.6 | 99.5 | 100.0 | 99.1 |
| Liquica | 85.7 | 84.2 | 87.4 | 93.4 | 92.4 | 94.5 | 97.6 | 97.3 | 97.9 | 75.7 | 97.8 | 93.3 | 98.8 | 98.6 | 99.0 | 95.7 | 96.5 | 94.4 |
| Manatuto | 81.1 | 78.0 | 84.3 | 90.0 | 88.6 | 91.5 | 96.6 | 97.8 | 95.3 | 89.7 | 87.9 | 91.2 | 89.7 | 87.8 | 91.8 | 96.5 | 96.9 | 96.1 |
| Manufahi | 81.0 | 79.5 | 82.7 | 86.1 | 85.9 | 86.3 | 94.5 | 94.6 | 94.4 | 88.5 | 91.4 | 86.0 | 90.9 | 91.4 | 90.3 | 99.4 | 99.6 | 99.1 |
| Oecusse | 83.4 | 78.1 | 83.4 | 89.2 | 93.7 | 89.2 | 97.3 | 96.4 | 97.3 | 96.0 | 97.2 | 96.0 | 86.5 | 89.8 | 86.5 | 86.7 | 91.9 | 86.7 |
| Viqueque | 88.6 | 87.0 | 90.1 | 92.5 | 92.6 | 92.3 | 91.5 | 91.4 | 91.6 | 92.3 | 92.6 | 92.0 | 90.4 | 89.3 | 91.5 | 100.0 | 99.6 | 100.0 |
| National | 88.6 | 86.8 | 90.5 | 93.3 | 92.9 | 93.6 | 96.8 | 96.3 | 97.3 | 94.0 | 94.0 | 93.9 | 96.3 | 96.5 | 96.1 | 98.5 | 98.6 | 98.4 |

Source: Education Management Information System (2008/09)

Table A-7: Survival Rate by Cycle, 2008/09

| District | Primary | | | Pre-Secondary | | |
|-----------------|-------------|-------------|-------------|---------------|-------------|-------------|
| | Total | Male | Female | Total | Male | Female |
| Aileu | 48.2 | 41.4 | 56.5 | 102.7 | 104.2 | 101.2 |
| Ainaro | 66.5 | 65.3 | 68.0 | 100.2 | 98.8 | 101.7 |
| Baucau | 71.8 | 66.0 | 78.8 | 87.4 | 86.5 | 88.4 |
| Bobonaro | 42.7 | 40.6 | 44.9 | 91.3 | 90.6 | 92.1 |
| Cova Lima | 58.4 | 56.2 | 60.8 | 99.6 | 100.5 | 98.8 |
| Dili | 70.8 | 67.7 | 74.7 | 115.3 | 116.5 | 114.2 |
| Ermera | 67.0 | 67.0 | 67.1 | 96.9 | 96.2 | 97.8 |
| Lautem | 49.6 | 47.5 | 52.0 | 98.9 | 99.5 | 98.2 |
| Liquica | 57.5 | 56.6 | 58.6 | 83.5 | 83.8 | 83.3 |
| Manatuto | 47.9 | 43.9 | 52.5 | 86.0 | 89.1 | 83.1 |
| Manufahi | 47.3 | 42.8 | 52.8 | 88.7 | 86.5 | 90.5 |
| Oecusse | 46.3 | 43.3 | 49.4 | 79.1 | 78.9 | 79.2 |
| Viqueque | 58.3 | 54.9 | 62.3 | 80.6 | 81.0 | 80.2 |
| National | 57.8 | 55.1 | 61.0 | 95.8 | 95.6 | 95.9 |

Source: Education Management Information System (2008/09)

Table A-8: Transition Rate from Cycle to Cycle, 2008/09

| District | Primary to Pre-Secondary | | | Pre-Secondary to Secondary | | |
|-----------------|--------------------------|-------------|-------------|----------------------------|--------------|--------------|
| | Total | Male | Female | Total | Male | Female |
| Aileu | 78.3 | 76.1 | 80.6 | 86.9 | 84.4 | 89.5 |
| Ainaro | 70.5 | 67.3 | 74.0 | 76.1 | 85.0 | 68.9 |
| Baucau | 87.4 | 86.3 | 88.6 | 87.7 | 91.5 | 84.2 |
| Bobonaro | 80.4 | 79.6 | 81.2 | 67.4 | 59.6 | 75.8 |
| Cova Lima | 77.8 | 79.1 | 76.5 | 111.5 | 110.8 | 112.1 |
| Dili | 101.5 | 99.4 | 103.7 | 332.1 | 340.8 | 324.1 |
| Ermera | 75.5 | 72.6 | 78.9 | 67.5 | 72.2 | 61.6 |
| Lautem | 84.3 | 85.2 | 83.5 | 60.9 | 59.6 | 62.3 |
| Liquica | 64.8 | 64.7 | 64.9 | 58.5 | 56.2 | 61.7 |
| Manatuto | 71.4 | 69.8 | 73.0 | 41.9 | 37.1 | 46.9 |
| Manufahi | 82.0 | 82.7 | 81.3 | 78.4 | 78.9 | 78.1 |
| Oecusse | 71.5 | 71.3 | 71.8 | 54.6 | 55.6 | 53.4 |
| Viqueque | 74.8 | 72.2 | 77.4 | 56.8 | 53.6 | 60.2 |
| National | 81.9 | 80.7 | 83.3 | 108.1 | 106.7 | 109.5 |

Source: Education Management Information System (2008/09)

Appendix B: Age Enrollment by Grade and Cycle, 2010

| Indicators | | | | Ermera | Liquica | Bobonaro |
|---|---------|--------|--------|--------|---------|----------|
| Age enrollment by grade (percentage of underage, of age and overage students) | Grade 4 | Age 6 | Male | 4 | 0 | 0 |
| | | | Female | 6 | 0 | 3 |
| | | Age 7 | Male | 18 | 7 | 12 |
| | | | Female | 25 | 10 | 14 |
| | | Age 8 | Male | 65 | 16 | 65 |
| | | | Female | 84 | 26 | 66 |
| | | Age 9 | Male | 258 | 106 | 173 |
| | | | Female | 304 | 111 | 183 |
| | | Age 10 | Male | 427 | 219 | 286 |
| | | | Female | 451 | 236 | 324 |
| | | Age 11 | Male | 378 | 250 | 285 |
| | | | Female | 339 | 217 | 228 |
| | | Age 12 | Male | 254 | 162 | 201 |
| | | | Female | 242 | 131 | 170 |
| | | Age 13 | Male | 171 | 102 | 130 |
| | | | Female | 118 | 70 | 106 |
| | | Age 14 | Male | 94 | 59 | 70 |
| | | | Female | 85 | 45 | 44 |
| | | Age 15 | Male | 56 | 27 | 46 |
| | | | Female | 38 | 17 | 15 |
| | | Age 16 | Male | 22 | 14 | 17 |
| | | | Female | 19 | 6 | 5 |
| | | Age 17 | Male | 18 | 11 | 12 |
| | | | Female | 15 | 5 | 5 |
| | | Age 18 | Male | 6 | 3 | 7 |
| | | | Female | 4 | 1 | 0 |
| | | Age 19 | Male | 5 | 5 | 5 |
| | | | Female | 9 | 4 | 4 |
| | | Age 20 | Male | 5 | 1 | 0 |
| | | | Female | 2 | 0 | 0 |
| | | Age 21 | Male | 1 | 0 | 0 |
| | | | Female | 2 | 0 | 1 |
| | | Age 22 | Male | 0 | 0 | 0 |
| | | | Female | 1 | 0 | 0 |
| | | Age 23 | Male | 1 | 0 | 0 |
| | | | Female | 1 | 0 | 0 |
| | Grade 5 | Age 4 | Male | 1 | 0 | 0 |
| | | | Female | 0 | 0 | 0 |
| | | Age 5 | Male | 0 | 0 | 0 |
| | | | Female | 0 | 0 | 0 |

| Indicators | | | | Ermera | Liquica | Bobonaro |
|------------|---------|--------|--------|--------|---------|----------|
| | | Age 6 | Male | 0 | 0 | 1 |
| | | | Female | 2 | 1 | 0 |
| | | Age 7 | Male | 2 | 2 | 2 |
| | | | Female | 1 | 0 | 3 |
| | | Age 8 | Male | 12 | 0 | 4 |
| | | | Female | 8 | 2 | 4 |
| | | Age 9 | Male | 37 | 12 | 29 |
| | | | Female | 43 | 17 | 39 |
| | | Age 10 | Male | 213 | 79 | 135 |
| | | | Female | 201 | 96 | 180 |
| | | Age 11 | Male | 262 | 152 | 203 |
| | | | Female | 281 | 133 | 237 |
| | | Age 12 | Male | 300 | 163 | 229 |
| | | | Female | 244 | 136 | 224 |
| | | Age 13 | Male | 191 | 142 | 168 |
| | | | Female | 165 | 112 | 149 |
| | | Age 14 | Male | 125 | 85 | 102 |
| | | | Female | 101 | 61 | 85 |
| | | Age 15 | Male | 68 | 51 | 69 |
| | | | Female | 55 | 35 | 55 |
| | | Age 16 | Male | 34 | 30 | 35 |
| | | | Female | 25 | 14 | 20 |
| | | Age 17 | Male | 23 | 17 | 20 |
| | | | Female | 15 | 9 | 7 |
| | | Age 18 | Male | 12 | 5 | 6 |
| | | | Female | 6 | 9 | 4 |
| | | Age 19 | Male | 6 | 4 | 5 |
| | | | Female | 5 | 4 | 7 |
| | | Age 20 | Male | 5 | 1 | 1 |
| | | | Female | 5 | 0 | 1 |
| | | Age 21 | Male | 0 | 0 | 0 |
| | | | Female | 1 | 1 | 0 |
| | | Age 22 | Male | 0 | 0 | 1 |
| | | | Female | 0 | 0 | 0 |
| | | Age 24 | Male | 0 | 0 | 0 |
| | | | Female | 0 | 1 | 0 |
| | Grade 6 | Age 6 | Male | 1 | 0 | 0 |
| | | | Female | 0 | 0 | 0 |
| | | Age 7 | Male | 0 | 0 | 0 |
| | | | Female | 0 | 0 | 1 |
| | | Age 8 | Male | 3 | 0 | 2 |
| | | | Female | 3 | 0 | 1 |

| Indicators | | | | Ermera | Liquica | Bobonaro |
|-------------------------|---------|--------|--------|--------|---------|----------|
| | | Age 9 | Male | 4 | 3 | 0 |
| | | | Female | 5 | 0 | 1 |
| | | Age 10 | Male | 69 | 17 | 22 |
| | | | Female | 55 | 21 | 44 |
| | | Age 11 | Male | 184 | 58 | 84 |
| | | | Female | 211 | 80 | 117 |
| | | Age 12 | Male | 248 | 136 | 157 |
| | | | Female | 259 | 153 | 189 |
| | | Age 13 | Male | 221 | 172 | 197 |
| | | | Female | 216 | 174 | 165 |
| | | Age 14 | Male | 164 | 130 | 141 |
| | | | Female | 159 | 114 | 118 |
| | | Age 15 | Male | 126 | 76 | 89 |
| | | | Female | 89 | 63 | 101 |
| | | Age 16 | Male | 53 | 38 | 60 |
| | | | Female | 45 | 44 | 47 |
| | | Age 17 | Male | 30 | 21 | 38 |
| | | | Female | 18 | 22 | 16 |
| | | Age 18 | Male | 7 | 7 | 10 |
| | | | Female | 6 | 6 | 8 |
| | | Age 19 | Male | 10 | 2 | 5 |
| | | | Female | 2 | 4 | 7 |
| | | Age 20 | Male | 5 | 2 | 4 |
| | | | Female | 2 | 1 | 3 |
| | | Age 21 | Male | 2 | 1 | 2 |
| | | | Female | 1 | 1 | 0 |
| | | Age 22 | Male | 0 | 1 | 0 |
| | | | Female | 0 | 0 | 0 |
| Age enrollment by cycle | Primary | Age 4 | Male | 295 | 41 | 126 |
| | | | Female | 289 | 54 | 138 |
| | | Age 5 | Male | 823 | 219 | 553 |
| | | | Female | 801 | 237 | 567 |
| | | Age 6 | Male | 1354 | 587 | 1198 |
| | | | Female | 1312 | 557 | 1136 |
| | | Age 7 | Male | 1740 | 793 | 1426 |
| | | | Female | 1743 | 720 | 1342 |
| | | Age 8 | Male | 1690 | 819 | 1472 |
| | | | Female | 1593 | 735 | 1437 |
| | | Age 9 | Male | 1971 | 976 | 1282 |
| | | | Female | 1846 | 912 | 1272 |
| | | Age 10 | Male | 1988 | 901 | 1165 |
| | | | Female | 1790 | 856 | 1172 |

| Indicators | | | | Ermera | Liquica | Bobonaro |
|------------|--|--------|--------|--------|---------|----------|
| | | Age 11 | Male | 1500 | 770 | 936 |
| | | | Female | 1358 | 678 | 879 |
| | | Age 12 | Male | 1186 | 641 | 784 |
| | | | Female | 1033 | 522 | 734 |
| | | Age 13 | Male | 751 | 500 | 614 |
| | | | Female | 643 | 413 | 511 |
| | | Age 14 | Male | 474 | 314 | 363 |
| | | | Female | 399 | 240 | 287 |
| | | Age 15 | Male | 294 | 175 | 224 |
| | | | Female | 211 | 127 | 187 |
| | | Age 16 | Male | 134 | 94 | 121 |
| | | | Female | 101 | 70 | 79 |
| | | Age 17 | Male | 79 | 58 | 77 |
| | | | Female | 54 | 41 | 32 |
| | | Age 18 | Male | 37 | 18 | 29 |
| | | | Female | 21 | 17 | 12 |
| | | Age 19 | Male | 28 | 16 | 28 |
| | | | Female | 24 | 13 | 20 |
| | | Age 20 | Male | 16 | 5 | 8 |
| | | | Female | 11 | 1 | 6 |
| | | Age 21 | Male | 6 | 3 | 4 |
| | | | Female | 5 | 2 | 1 |
| | | Age 22 | Male | 0 | 1 | 2 |
| | | | Female | 1 | 0 | 2 |
| | | Age 23 | Male | 1 | 0 | 0 |
| | | | Female | 3 | 0 | 0 |
| | | Age 24 | Male | 1 | 0 | 0 |
| | | | Female | 0 | 1 | 0 |